Cramlington Learning Village

COVID-19 Catch-up Premium Report February 2021

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	1722 (7-11), 2052 (7-13)	Amount of catch-up premium received per pupil:	£67.71
Total catch-up premium budget:	£138,960	Summer 2020 - Summer 2021	

STRATEGY STATEMENT
The DfE has also set out the following Curriculum Expectations, to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year: *Education is not optional:* All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.   *The curriculum remains broad and ambitious:* All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.   *Remote education:* DfE asks that schools meet the following key expectations: - Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content…In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.   - Aim to return to the school's normal curriculum in all subjects by summer term 2021.   - Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.   - Develop remote education so that it is integrated into school curriculum planning.

There are 4 key strands to Cramlington Learning Viilage's strategy for the Catch Up premium to meet the DFE's Curriculum Expectations:

1. Reconnecting the students as **Knowledge Explorers** so that they are supported to catch up with lost learning from lockdown and to ensure disadvantaged and SEND students are supported with catching up through a blend of targeted, personalised support to ensure that they are secure in their knowledge and skills.

2. Reconnecting the students as **Expert Readers** by investing in broader testing for reading and spelling ages across all year groups 7-11 to identify gaps and intervene. In addition we intend to plan for access to library, books and electronic based reading materials for all pupils and widen and increase curriculum time devoted to non-fiction reading skills. Furthermore, we intend to intensely focus on the promotion of the importance of reading through communication with parents, events such as the Big read and training for staff.

3. Reconnecting the students as **Resilient Learners** so that the new year 7 students make a calm and settled start to the school and that we can work with students and families to ensure that student attendance and punctuality is good [95% and above], particularly for vulnerable and disadvantaged students. Furthermore the curriculum will be enhanced so that pastoral and PHSE programmes that help to promote good mental health and emotional resilience will be developed. A crucial part of our strategy will be to develop a coherent Mental Health strategy across the school.

4. Reconnecting the students as **Responsible Citizens**: Our strategy is to ensure good levels of behaviour and safety across the school in lessons and in social time using the 'Cramlington 10' and our 'Keeping Covid-safe' expectations as a cornerstone. This will require some adjustments to learning spaces, timings of the day and supervising staff ratios. In addition we will focus on pastoral and wellbeing programmes which supports pupils becoming active members of our community and we will invest in student voice / support mechanisms such as 'Toot toot'.

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
B1	Literacy / Numeracy levels – low reading ages and low attainment in Maths of pupils in all Year groups including Year 6 transition pupils, due to lockdown.
B2	Understanding Y7 starting points due to lack of SATS examinations and teacher assessments
B3	Lost learning and curriculum gaps – content missed as identified by Heads of Department; gaps in student knowledge
B4	Teaching and Learning strategies required to adapt to the 'new normal' in school
B5	Further lockdown and requirement to provide high quality remote learning ● Ensuring online access for all students ● Training and implementation of remote learning for all staff
B6	Maintaining a high attendance % for all students is a priority ● Attendance in school ● Attendance to online lessons
B7	Ensuring SEND and Disadvantaged students are making social, emotional and academic progress following the lockdown period

ADDITIONAL BARRIERS	
External barriers:	
C	Wellbeing and behaviour - Student behaviour adjusting to the new school routines and structures
D	High quality support for vulnerable students and prioritizing support for pupil and staff mental health ● Early identification of mental health concerns and barriers ● Effective referral and support for SEMH ● Addressing concerns around anxiety and safeguarding issues
E	Ensure plans for the school day do not impact on quality of Teaching & Learning ● Adjustments to rooms, corridors and social spaces

F	Ensuring parental engagement levels are maintained
G	Gaps in 'careers and further education' advice and guidance

Quality of teaching for all				
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?**
Baseline testing for Y7 on entry (B2)	All Year 7 pupils will complete the GL CAT4 tests to create an academic profile and generate GCSE targets	● Enables all teaching staff to know the academic profile of Y7 students in the absence of SATS data. ● All pupils require GCSE targets to ensure progress can be monitored ● Setting and placement of pupils more reliable	Staff training will be carried out to ensure testing is carried out in fair conditions; pupils and parents will have written communication about the tests; Results will be cross checked against internal assessments and information from primary schools.	CLD Reviewed in December 2020 and at review points throughout the year
Literacy testing - reading and spelling ages (B1, B2)	All pupils in Y7-11 will be tested on return to school in Term 1 and have their reading ages and spelling ages assessed.	● Gives teaching staff knowledge of gaps and regression ● Enables early literacy intervention for all incl. SEND / PP ● Provides snapshot of progress in this key part of curriculum EEF Improving Literacy in the Secondary School	English staff will implement the tests to ensure results are accurate and reflective of ability. Data will be shared with teaching staff; MaW and CLD will analyse and select cohorts for intervention and support checking against internal Accelerated Reader data.	MaW / CLD / IrK Reviewed in December 2020 and at review points throughout the year
Virtual teaching and learning conference (B4, B5)	Curriculum adaptation, remote learning, further professional support and teaching from the 'no-fly zone'.	● Adaptation to teaching during covid was and further embedding of CLV core values. ● EEF toolkit: feedback (+8 months), metacognition and self-regulation (+7 months), reading comprehension strategies (+6 months).	Whole school training will then be fed back into departments. The implementation and development of new strategies will be discussed in subject team meetings.	BrK January 2021
Interactive virtual teaching platform	All staff and pupils have access to engaging	Experience from lockdown 1 and staff feedback noted the need to be able to manage learning	Staff training and development built into Summer 2020 CPD and time	BrK

(B4)	interactive learning platform (nearpod) to facilitate remote learning live lessons	through a suitable range of platforms and ICT tools	given to departments to create and adapt resources. HoDs and CAMs to monitor and student / staff surveys to check efficacy.	Feb 2021
Curriculum development (B4, B5)	CPD for CLV remote learning platform and back to base lesson plans.	Adaptation to teaching during covid, EEF covid support guide, DfE catch up premium guidance	Whole school training will then be fed back into departments. The implementation and development of new strategies.	BrK February 2021
Access to remote learning (devices) (B5,B6,B7)	100% of pupils with particular focus on SEND and PP pupils have access to remote learning through provision of chromebook and	EEF covid support guide, EEF toolkit: digital technology (+4 months). DfE catch up premium guidance. CLV contingency plan and remote learning policy.	Survey to ascertain students access issues. Identify what equipment is needed and purchase suitable equipment.	KmS/BiJ/ CID February 2021
Improve access to remote learning (internet access) (B5,B6,B7)	Purchase of 4G data dongles for targeted students to ensure that disadvantaged and SEND pupils have internet access at home to enable full participation in remote learning	EEF covid support guide, EEF toolkit: digital technology (+4 months). DfE catch up premium guidance. CLV contingency plan and remote learning policy.	Appropriate devices purchased and supplied to families with demonstrable need.	BiJ / IrK / CID / KmS February 2021

Total budgeted cost: £37,551

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?
SEMH specialist staff KS3 / 4 (D)	Support the social, emotional and mental health of pupils to ensure full engagement with school, increase attendance.	CLV's own internal triage referral system has identified significant new and additional SEMH needs across the student population following extended period of lockdown. EEF toolkit: behaviour interventions (+3 months). DfE catch up premium guidance EEF covid support guide.	Staff to work within a well established pastoral and SEND framework supported by experienced counselling and Thrive practitioners.	CID / BIJ Summer Term
SEMH Training for staff (D)	Train key staff to provide high quality SEMH support to pupils in KS3-5	CLV's pastoral work has identified significant new and additional SEMH needs across the student population following extended period of lockdown. EEF toolkit: behaviour interventions (+3 months).	Triage process in school will enable school leaders to monitor effectiveness of interventions and support for pupils	IrK Summer Term
Sixth Form Mentor (C,G,F)	Sixth form students are supported with the study skills to re engage with learning	Heads of Department and pastoral staff are able to identify students who require support to engage and manage transition to sixth form and A level study DfE catch up premium guidance EEF covid support guide.	Staff to work within a well established pastoral framework. Head of Sixth Form	AdJ / ThC / IrK
Learning recovery summer schools (Summer 2020) (B1,B3, B6,B7)	To ensure learning recovery occurs for disadvantaged students adversely affected by the national lockdown.	Disadvantaged students deemed to have missed significant amounts of learning due to the national lockdown were invited to both mini and summer schools prior to the start of the new academic year. This learning recovery process was staffed by key pastoral workers and teaching staff of core subjects of Maths, English and Science. The Summer schools had an average attendance of 85% across years 7-10. When questioned, 100% of the students	Progress will be monitored carefully by data captures.	KmS/BiJ/ CID September 2020.

		who attended the year 9 and 10 summer school said they benefited from the experience. Covid 19 support guide for schools DfE catch up premium guidance. EEF toolkit: Small group tuition (+4 months) EEF toolkit: Small group tuition (+4 months)		
Rapid recovering intervention: Maths (B1,B7)	Academic maths mentors to provide rapid and personalised 1-1 Numeracy support to disadvantaged students who have been adversely affected by national lockdowns.	As seen in the body of this document, 1-1 tuition is one of the most successful interventions CLV utilises. EEF toolkit: one to one tuition (+5 months). DfE catch up premium guidance EEF covid support guide.	The progress of Year 7-9 PP students in core subjects will be assessed by rigorous data captures taken from key assessments. Students who have fallen below their flight paths, will be temporarily removed from non-core subjects and given 1-1 tuition by the rapid recovery coaches. Once progress has been 'recovered' in all core subjects, students will revert to their timetabled lessons. Progress will be monitored carefully by data captures.	KmS/BiJ/ CID End of the 2021 academic year.
Literacy catch up (B1,B7)	To provide personalised literacy catch up to small targeted support groups in years 7-9 who have been identified from key assessment data.	As seen in the body of the report, CLV students clearly make exceptional progress in targeted literacy intervention. SLV reading intervention: +30 months. EEF toolkit: reading comprehension strategies (+6 months). Covid 19 support guide for schools DfE catch up premium guidance.	Lost literacy skills will be identified from key assessments. CLV's dedicated literacy coordinator will then deliver a bespoke literacy programme. Student starting points and progress will be carefully monitored by key assessments.	KmS/BiJ/ CID / ARJ At review points
Rapid recovering reading intervention (B1,B7)	To provide rapid and personalised reading lessons to students who	SLV reading programmes: students had an average reading age improvement of +30 months.	The reading ages of all key yr7-8 pp students will be assessed. Students who have fallen below their	CLD / BiJ

			chronological reading ages will be temporarily removed from non-core subjects and taught in small groups. Once their reading ages have improved to their chronological age, students will return to timetabled lessons. Progress will be carefully monitored by regular data captures.	July 2021
		EEF toolkit: reading comprehension strategies (+6 months). DfE catch up premium guidance EEF covid support guide.		
Literacy resources for Y7 and 8 (B1)	Improved reading ages; increased curriculum time in Term 1 using Create lessons to deliver Maths and English	EEF Improving Literacy in Secondary School Covid 19 support guide for schools DfE catch up premium guidance.	Texts purchased for use in Year 7 and 8 lessons. English and Maths specialists to create medium term plans and lesson resources to support teaching by Create department; training delivered for all staff.	CID December 2020
Non-fiction reading Year 9 (B1)	Improved reading ages and improved comprehension skills. Effective teaching and learning for pupils in Y7-9 have 2 hours per cycle on non fiction reading	EEF Improving Literacy in Secondary School EEF toolkit: reading comprehension strategies (+6 months). Covid 19 support guide for schools DfE catch up premium guidance.	Year 9 pupils have specialised English staff teach 1 hour per cycle of non-fiction reading using additional licenses for Achieve 3000. Experienced English staff will have training and CPD opportunities to familiarise with materials. Fits well with remote learning programme, pupil progress can be monitored by English HoD	McA / BID March 2021
Departmental Resources to support remote learning / catch up (B3,5)	Ensure full access and engagement to Arts curriculum, particularly focused on PP pupils	● Art materials to support remote learning ● MFL - software packages for languages ● English - revision guides and texts ● Music	Heads of Department will monitor and develop resources to ensure that online teaching is effective as possible for specialist subjects.	Heads of Department March 2021
Rewards engaged learners (C)	Pupils are recognised for their efforts and achievements in remote learning	Student and parental feedback following lockdown 1	CLV work tracker system to be used to monitor engagement and effort of pupils so that positive e-postcards can be sent and rewards given at the	Learning Managers March 2021

			end of half term. Monitored by Learning Managers	
Schoolcloud (F,C)	All parents are able to engage with teaching staff to discuss progress of their child, options and sixth form courses	Covid 19 support guide for schools DfE Catch up premium guidance.	Learning Managers will communicate with Year 11 has so far engaged with 88% of parents using this system	Learning Managers Summer Term
				Total budgeted cost:£99,850

Total catch-up premium budget:	£138,960
Quality Teaching for All	£37,551
Targeted Support Costs	£99,850
Subtotal	£137,401
Remaining	£1,559