



Covid catch up premium – Dedworth Middle School 2020-2021

Children and young people have experienced unprecedented disruption to their education as a result of coronavirus (COVID 19). The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds. There will be 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. The following plan identifies how Dedworth Middle School will ensure the funding is utilised, monitored and evaluated.

Summary Information					
Academic Year	2020-2021	Total Covid Catch up Budget	£39440	Number of pupils	494

Gap identification procedures
<p>September 2020 - Initial formative baselines assessments within English and Mathematics for all pupils in years 5-8.</p> <p>September/October 2020 – Strategic discussion with SEND, PP lead and HOD’s.</p> <p>Standards Meetings – HOD/HOY meet with AHT lead to discuss pupils progress and attainment.</p> <p>Dedworth Middle School will ensure that Covid Catch up spending is based on gap and needs analysis and can be supported by research and data. An overriding aim is to ensure that all pupils continue to receive impactful quality first classroom teaching.</p>

Intent	Implementation	Actual spend	Dates	Staff Lead	Impact
<p>To lesson gaps in knowledge content and skills in KS2 (5 and 6) English and Maths.</p> <p><i>The EEF state: Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups or work which is more closely matched to learners’ needs explains this impact.</i></p>	<p>Catch up tutor</p> <p>New member of staff employed to be based in year 5/6. Will give capacity for catch up revision sessions as well as bespoke learning opportunities.</p> <p>HOD and AHT to identify pupils with gaps using teaching assessments, book work, raw scores and QLA’s. Catch up tutor to use PiXL therapies and quick tests. 1-2 and 1-3 sessions. 10-12 hour sessions.</p>	£10716	March and July 2021	COD	<p>-Reading and Maths gaps identified with QLAs - bespoke sessions organised using PiXL therapies reduced attainment deficits, resilience and improved confidence through 1-1 / 1-2 sessions.</p> <p>- Attainment increased in Reading writing and Maths from September (Autumn 1) to July (Summer 2).</p>

	<p>TA reading tutoring sessions HOD and HOY to identify pupils with gaps in progress for reading or pupils that have not had the required support from home over the extended COVID 19 lockdown. 1-1 and 1-2 reading sessions. 10 half an hour sessions.</p> <p>Teacher catch up maths sessions Existing year 6 teachers to tutor a small group of pupils working on identified learning gaps within the curriculum. HOD and HOY to identify pupils with gaps using teaching assessments, book work, raw scores and QLA's. 1-6 ratio sessions. 4-6 hour sessions – groups changed to work on different gaps in the curriculum.</p>	<p>In school cost</p> <p>£709.50</p>	<p>Sept to July</p> <p>March and July 2021</p>	<p>Maths HOD</p>	<p>Reading aloud to an adult sessions with comprehension skills and questioning – Carefully structured reading sessions ensured time reading to an adult which not all pupils have the opportunity to experience at home. Year 5 ARE increased from 52% (Autumn 1) to 68% (Summer 2) Year 6 ARE increased from 71% (Autumn 1) to 76% (Summer 2)</p> <p>-Gaps identified from classwork and baseline assessments- consolidation arithmetic work in small groups used to boost attainment. Arithmetic scores increased from March (spring 2) to July (summer 2).</p>
<p>To lesson gaps in knowledge content and skills in KS3 (Year 7 and 8) English and Maths.</p>	<p>Catch up tutor New member of staff employed to be based in year 7/8. Will give capacity for catch up revision sessions as well as bespoke learning opportunities. HOD and AHT to identify pupils with gaps using teaching assessments, book work, raw scores and QLA's. Catch up tutor to use PiXL therapies and quick tests. 1-2 and 1-3 sessions. 10-12 hour sessions.</p>	<p>£10716</p>	<p>March and June 2021</p>	<p>COD</p>	<p>-Reading and Maths gaps identified through classwork and baseline testing - bespoke sessions using PiXL therapies reduced attainment deficits, resilience and improved confidence through 1-1 / 1-2 sessions. - Attainment increased in Reading writing and Maths from Autumn 1 to Summer 2.</p>

	<p>Teacher catch up reading sessions Existing year 7 and 8 teachers to tutor a small group of pupils working on identified learning gaps within the curriculum. HOD and HOY to identify pupils with gaps using teaching assessments, book work, raw scores and QLA's. 1-6 ratio sessions. 4-6 hour sessions – groups changed to work on different gaps in the curriculum.</p> <p>TA reading tutoring sessions HOD and HOY to identify pupils with gaps in progress for reading or pupils that have not had the required support from home over the extended COVID 19 lockdown. 1-1 and 1-2 reading sessions. 10- half an hour sessions.</p>	<p>£709.50</p> <p>In school cost</p>	<p>Sept to July</p>	<p>English HOD</p>	<p>-Gaps identified from lessons, AR scores and baseline assessments-reading confidence, fluency and comprehension sessions in small groups used to boost attainment. Year 7 ARE increased from 46% (Autumn 1) to 55% (Summer 2) Year 8 ARE increased from 44% (Autumn 1) to 55% (Summer 2)</p> <p>Reading aloud to an adult sessions with comprehension skills and questioning – Carefully structured reading sessions ensured time reading to an adult which not all pupils have the opportunity to experience at home.</p>
<p>To provide support for increased number of pupils struggling with behaviour, anxiety, emotional and mental health problems; due to or made worse by the COVID 19 pandemic.</p> <p><i>The school recognises that pupils learn better and are happier if their emotional needs are being met. Emotional needs impact the ability and readiness to learn. Targeted therapies have been proven to impact on emotional wellbeing.</i></p>	<p>HOY and Inclusion team to identify any pupils that are struggling and their emotional / mental health has been impacted by the COVID 19 pandemic.</p> <p>Pupil well-being surveys to be used to identify and target pupils for intervention.</p> <p>Pastoral and Behaviour mentor New member of staff employed to be based in the hub. Will give capacity for mentoring sessions as well as bespoke emotional wellbeing sessions. These will aim to boost confidence, resilience and raise self-esteem. The pastoral mentor will</p>	<p>£14560</p>	<p>December, March and June 2021</p>	<p>KB</p>	<p>Pastoral Mentor was employed and works full time within the Hub. Support has been given to identified pupils through behaviour and pastoral mentor sessions, reduced timetable and after school support clubs. The proactive behaviour support and part time timetables helped reduce fixed term exclusions and internal isolations. Having the Pastoral mentor in place</p>

	also support some students within return to learn sessions on reduced timetables.				has allowed us to provide proactive support for vulnerable pupils to increase self esteem and wellbeing throughout lockdown and on return to school.
<p>To reduce gaps that have widened for SEND pupils and those in receipt of pupil premium.</p> <p><i>The EEF (2020) have reported that the recent Covid-19 lockdown is likely to have reversed progress made in narrowing the attainment gap in the last decade. Indeed, the Education Endowment Foundation's recent evidence review predicts that the gap could widen by as much as 75 per cent (EEF, 2020)</i></p>	<p>SEND and PP leads to accurately identify pupils to be targeted with intervention. Pupils identified will be from SEND / PP and disadvantaged contexts. They will have the biggest gaps and may have regressed since pre COVID 19 pandemic.</p> <p>SEND tutoring sessions - TBC</p>	£5000	March to July 2021	KB /SENCO	<p>SEND tutoring sessions took place from March to July concentrating on Year 5 Reading. Work concentrated on High needs EHCP pupils and improving their engagement in Reading.</p> <p>- Year 5 SEN ARE increased from 19% (Autumn 1) to 39% (Summer 2)</p>
Emerging needs that are identified throughout the year – Covid contingency to address any upcoming issues or newly identified gaps.		£423		EOD	<p>Contingency money has been used in combination with PP spend on return to school after national lockdown to provide the following:</p> <ul style="list-style-type: none"> -Class reading books -Hooded jumpers (in conjunction with RBWM) -Stationary, reading books and school supplies.
		£39440			