

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	£40440	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	KPI’s	Projected spend	Date reviewed	Staff Lead
<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 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. 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>TA reading tutoring sessions</p>	<p>-Pupils gaps reduced and more pupils on track to meet combined and their targets.</p> <p>-Pupils to gain bespoke learning support within the classroom and extra tutoring sessions.</p>	<p>£7000</p> <p>£TBC</p>	<p>March and June 2021</p>	<p>COD</p>

	<p>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>TA maths tutoring sessions HOD and HOY to identify pupils with gaps in progress for maths or pupils that have not had the required support from home over the extended COVID 19 lockdown. 1-1 and 1-2 maths revision sessions. 10-12 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>-Less gaps in knowledge and numbers achieving ARE increased.</p>	<p>£TBC</p> <p>£TBC (4 teachers – 45 min a week March- July)</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>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,</p>	<p>-Pupils gaps reduced and more pupils on track to meet combined and their targets.</p> <p>-Pupils to gain bespoke learning support within the classroom and extra tutoring sessions.</p> <p>-Less gaps in knowledge and numbers achieving ARE increased.</p>	<p>£7000</p> <p>£TBC</p>	<p>March and June 2021</p>	<p>COD</p>

	<p>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>		£TBC		
<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 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 also support some students within return to learn sessions on reduced timetables.</p> <p>Behaviour mentor New member of staff employed to be based in the hub to offer behaviour mentor and therapy sessions. The behaviour mentor will also support some pupils on reduced timetables and when returning to lessons.</p> <p>ELSA</p>	<p>-Pupil voice surveys or questionnaires.</p> <p>-Hub well established and supported offered consistent. Learning environment allowing success and enabling smooth transition back to lessons.</p> <p>-Reduction in pupils needing support.</p> <p>-Less reduced timetables.</p> <p>-Behaviour incidents and 'on call' decrease.</p> <p>-Number of pupils able to access ELSA sessions increase.</p> <p>-</p>	<p>£8000</p> <p>£8000</p>	<p>December, March and June 2021</p>	<p>KB</p>

	The school only have 1 trained ELSA. With this funding we will train 2 more TA's/AOTT to deliver ELSA sessions for pupils.		£750 – training		
<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> <p>Third space learning after school sessions - TBC</p>	TBC	<p>£5000 SEND staffing</p> <p>£2000 - TBC</p>	March and June 2021	KB /EOD / COD
Emerging needs that are identified throughout the year – Covid contingency to address any upcoming issues or newly identified gaps.			£2700		