

Recovery Funding / Covid catch-up – Dedworth Middle School 2020-2021

| Summary Information | | | | | |
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| Academic Year | 2021-2022 | Total Recovery / Covid Catch up Budget | £15,080 | Number of pupils | 469 |

| 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. The recovery catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus especially aimed at the advancement and educational catch up of the most disadvantaged pupils.</p> <p>At Dedworth Middle School we will use this funding for specific activities to support our children to catch up for lost teaching over the course of the national lockdowns and in line with the guidance and EEF recommendations. The following plan identifies how Dedworth Middle School will ensure the funding is utilized, monitored and evaluated.</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>The Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all children. The EEF advises the following: teaching and whole school strategies, targeted individual and small group tutoring through the National Tutoring Programme, supporting parents and carers, accessing technology and summer programmes to help re-engage pupils.</p> <p>EEF guidance - coronavirus (COVID-19) support guide for schools</p> |

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Targeted approaches

| Intent | Implementation | KPI's | Projected spend | Date | Staff Lead |
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| <p>To lesson gaps in knowledge content and skills in English and Maths.</p> | <p>Catch up tutor New part time member of staff employed as part of the school led funding and recovery funding. 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.</p> <p>TA English 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 / 1-2 and small group reading sessions. half an hour sessions. 5 week blocks.</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 / 1-2 and small group reading sessions. half an hour sessions. 5 week blocks.</p> <p>Teacher catch up maths sessions Existing maths teacher 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>£9000</p> <p>£1500</p> <p>£1500</p> <p>£TBC (1 teachers – 1 hour September to July)</p> | <p>December to June 22</p> | <p>COD</p> |

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| | <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>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>£TBC (1 teachers – 1 hour September to July)</p> | | |
| ii Wider Strategies | | | | | |
| <p>To provide support for increased number of pupils struggling with 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>ELSA The school only have 1 trained ELSA. With this funding we will train 2 more TA's/AOTT to deliver ELSA sessions for pupils.</p> | <p>-Reduction in pupils needing support.</p> <p>-Number of pupils able to access ELSA sessions increase.</p> | <p>£1000 – training</p> | <p>September 21 to July 22</p> | <p>KB</p> |
| <p>To reduce gaps that have widened for SEND pupils and those in receipt of pupil premium.</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</p> | <p>TBC</p> | <p>£1000 - TBC</p> | <p>January to June 2022</p> | <p>MC /EP / COD</p> |

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| | <p>biggest gaps and may have regressed since pre COVID 19 pandemic.</p> <p>SEND tutoring sessions - TBC</p> | | | | |
| Promoting good physical health and wellbeing | Purchase of sports equipment (e.g. cricket sets, table tennis sets, etc) for use at lunchtimes. | Students to become more active at break time and lunchtime, with increasing opportunities to partake in sports and physical activity. | £1000 | January 2021 | |