

KICKSTART ACADEMY

Kickstart Academy

Catch Up Premium Strategy 2020/21

2020-21

September 2020

What is the catch up premium and where does it come from?

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.

We know that we have the professional knowledge and expertise at Kickstart Academy to ensure that children and young people recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our recovery.

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.

The aim of Catch up premium

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.

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. We have used this document to help us direct our additional funding in the most effective way.

To support us to implement our catch-up plans effectively, EEF has published the [school planning guide: 2020 to 2021](#). This provides further guidance on how we should implement catch-up strategies and highlights effective practice.

Accountability and Monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise our approaches to catch-up from September, including our plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

Funding Allocation for 2020-2021

Strategies

- The school will be accountable for how it has used the additional funding to support the achievement of those pupils covered by the catch up premium and the Head teacher will report to the governing body and parents on how effective the intervention has been in achieving its aims.
- We will publish online information about how we have used the catch-up premium
- We will ensure that parents, governors, and others are made fully aware of the impact of the catch-up premium
- We will monitor evaluate and review the success of the impact of the catch-up premium

Allocation of funding

To achieve these aims we have allocated funding into three areas:

1. Teaching and whole school strategies
2. Targeted academic support
3. Wider supporting strategies

Total amount allocated to funding students catch up as a result of COVID19 = £11,520.

Teaching priorities for current academic year

Measure	Activity	Intended Outcome	Evidence and rationale for choice	Allocation of funding
Ensuring gaps in knowledge have been addressed	<p>Review and reflect on the gaps in knowledge and skills that are evident from the 6month period of lockdown.</p> <p>Baseline testing programme that identifies missing pillars of knowledge that allows for easy data analysis into intervention groupings</p> <p>Allocation of subject leader time to re-write curriculum plans to ensure core knowledge has been delivered within curriculum time and intervention slots.</p> <p>Ongoing formative and summative assessment.</p>	<p>Subject Leaders have identified the gaps in learning, have prioritised students' interventions requirements and have clear strategies to close the gaps in learning. Internal data will demonstrate 80% of students are making progress in line with expectations.</p>	<p>Daisy Christodolou in 'Seven Myths about Education' states, "knowledge builds to allow sophisticated higher-order responses," and that, "when the knowledge base is not in place, pupils struggle to develop understanding of a topic."</p> <p>As Tom Sherrington states in 'The Learning Rainforest', "Children can advance educationally only when they have the expected prior knowledge. Social justice demands that we give all children equal access to important shared knowledge."</p>	Built into whole school CPD
Develop a remote learning plan that will ensure all students have access to high quality learning throughout Tier 1-4 closures.	<p>Create resources for Tier 1-4 closures to ensure that every student has bespoke learning materials both online and paper versions when needed.</p> <p>Provide high quality training for all staff on the delivery of remote learning inline with guidance and safeguarding requirements.</p>	<p>All staff deliver high quality remote learning lessons.</p> <p>Students and parents understand the remote learning provision and all relevant students engage in all lessons.</p>	<p>Government guidance states that, "Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers</p>	Tablet devices for all students to enable home learning = £3000

	Provide parents and students with the information to support remote learning.		of pupils are required to remain at home.”	
Ensure effective CPD programme for all teaching and support staff	<p>Whole weekly school CPD programme.</p> <p>School becoming part of the LCT CPD programme.</p> <p>Whole school subscription to the key CPD programme.</p> <p>CPD and teaching and learning lead is completing NPQSL.</p>	<p>All staff have access to high quality CPD to support quality first teaching.</p> <p>Head Teacher and teaching and learning lead give the additional support to ensure they have effective and robust support.</p>	<p>The Early Careers Framework states that, “Teachers are the foundation of the education system – there are no great schools without great teachers. Teachers deserve high quality support throughout their careers, particularly in those first years of teaching when the learning curve is steepest. Just as with other esteemed professions like medicine and law, teachers in the first years of their career require high quality, structured support in order to begin the journey towards becoming an expert. During induction, it is essential that early career teachers are able to develop the knowledge, practices and working habits that set them up for a fulfilling and successful career in teaching.”</p>	Built into whole school CPD
Transition to support students moving from KS3 to KS4	<p>Virtual Careers Fair across the Learning Community Trust.</p> <p>All students involved in school wide baseline assessments and give support in accessing the new curriculum.</p>	<p>Virtual events will ensure all students, regardless of Tier 1-4 closure will have access to pastoral support and careers, advice, and guidance. Reduction in NEETs.</p>	<p>We must continue to ensure that students still have a quality transition into KS4 regardless of the COVID situation and that there is still an effective careers programme.</p>	<p>Additional Future Focus sessions for students identified as at risk of not securing their post 16 settled outcome = £1,500</p>

	<p>Additional Future Focus sessions to support Year 10/11 careers advice and guidance.</p> <p>Intensive structure placed around the transition and future monitoring of SEND students through reporting systems and intervention strategies.</p>	<p>Additional support will ensure higher settled outcomes.</p>		
<p>Pupil assessment and feedback to ensure gaps in knowledge are identified and addressed</p>	<p>Understanding the barriers to learning using surveys for parents, students and staff</p> <p>Focus on literacy and reading gaps using assessment data to inform intervention.</p> <p>Department disciplinary literacy focus. Presentation and explanation of key words within every lesson and displays on corridors</p> <p>The use of formative and summative assessment is effective in all subjects.</p>	<p>Students will develop independent learning skills to support them in being able to recall knowledge. This will lead to improved outcomes for all students.</p> <p>Reading assessment is targeted and the number of students below their chronological age reduces.</p> <p>Students are aware of their current academic attainment and how to improve.</p>	<p>Dylan Wiliam suggests that, from all the research and studies there have been, formative assessment practice encompassing effective feedback is our best bet for raising standards.</p> <p>Tom Sherrington in 'Rosenshine's Principles in Action' states that, "one main purpose of weekly and monthly review is to ensure that previously learned material is not forgotten – to attenuate the natural rate of forgetting."</p>	<p>Literacy online assessment tool = £300</p> <p>New books for independent reading = £250</p> <p>Subject specific work books for individual learners = £500</p>
<p>Introduction of embedded RSE and PSHE topics to support local concerns.</p>	<p>Topics embedded to ensure that all students have access to the full curriculum.</p>	<p>Students to become much more aware of topics and relevant support where needed.</p>	<p>To ensure students have access to the content they should we feel embedding it within all our subjects in the curriculum most effective.</p>	<p>Guest speakers on specific topics = £500</p>

	Individual student tracking grids to ensure access to all relevant RSE and PSHE topics.			
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Lack of external support influencing low levels of literacy. • Gaps in learning due to absence. • Recruitment and retention of experienced staff in core curriculum areas. • Available CPD opportunities to ensure professional development of staff 			
Projected spending	Teaching and whole school strategies = £6,050			

Targeted academic support for current academic year

Measure	Activity	Intended Outcome	Evidence and rationale for choice	Allocated funding
To reduce the identified gaps in learning through a range of targeted intervention strategies	<p>1:1 Tuition by Kickstart staff linked to the curriculum being delivered where appropriate during lessons.</p> <p>Teaching and support staff to identify learning gaps and target interventions with students.</p>	<p>Students identified as needing additional support in all subjects have intervention sessions with teachers and support staff. Internal data will show at least 80% of students are making expected progress in all subjects.</p>	<p>It is vital that gaps in knowledge are targeted and that intervention strategies are put in place to close the gaps.</p>	Relevant CPD for staff = £500
To ensure that there is a whole school focus on literacy and numeracy through high quality small group/121 interventions	<p>Focused literacy and numeracy interventions to support gaps in learning across all year groups.</p> <p>These will take place during the tutor sessions and Maths and English lessons. Interventions to support students identified using</p>	<p>Literacy and numeracy gaps will be closed. Number of student's with reading ages below chronological ages will reduce by 10%.</p>	<p>Alex Quigley in 'Closing the Reading Gap' states that reading, "profoundly affects our lives, offering us a vehicle to store and share the essential knowledge of our culture. The inextricable links between reading, literacy and health,</p>	Staff CPD = £300

	effective data that they have a reading age below their chronological age.		wealth and well-being are well established.”	
To develop Oral language development and confidence	Planned programme of reading aloud in English lessons.	Identified time for reading out loud in lessons.	As the EEF KS3 and KS4 Literacy Guidance states, “Talk is a powerful tool for learning and literacy. It can improve reading and writing outcomes, enhance communication skills, and increase students’ understanding across the curriculum.”	Staff CPD = £300
Behaviour and social emotional intervention	Wellbeing programme delivered to students identified using survey data.	Survey results will demonstrate an improvement in students wellbeing.	Student well being must be at the forefront of what we plan we looking at the recovery curriculum.	Staff CPD = £300
To minimise the lost content through COVID by extending the school day	Additional time in school day (45 minutes extra per day compared with 2019/20).	100% students attending the extended school day will lead to improved GCSE results.	The importance of time within school is paramount due to time lost because of COVID.	Factored into 1265 as curriculum delivery catch up time
Barriers to learning these priorities address		<ul style="list-style-type: none"> • Lack of external support for student wellbeing • Lack of external support influencing low levels of literacy. • Gaps in learning due to COVID19. • Engagement of families in education. 		
Projected spending		Targeted academic support = £1,400		

Wider strategies for current academic year

Measure	Activity	Intended Outcome	Evidence and rationale for choice	Allocated funding
Remote learning mentor for families	Safeguarding and remote learning support, monitoring and evaluation.	Learning mentor attached to them. Records of impact.		Allocation of role within the LCT = £1,500
To offer highly qualified counselling internally to support pastoral approaches	Appoint a LCT councillor for 1 day per week. Caseload of students as identified by pastoral team.	Review meetings with councillor and pastoral team.		Allocation of role within the LCT = £1,500
To provide students with additional home learning educational resources	Supporting the purchase of revision guides for Year 10/11 – focusing on SEND and disadvantaged students. Supporting the funding of text books for Year 10/11 – focusing on SEND and disadvantaged and students Past paper department packs to allow students to practice GCSE examinations throughout Tier 1-4 closures.	Additional resources and books ensure students all have access to relevant materials to allow them to make progress. Students achieve positive progress as a result.	Government guidance states that, “Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.”	Cost of funding core exercise books for student’s home study = £500 Cost of photocopies resources for all students in Year 10/11 core subjects = £500
Understanding how technology is being used	CPD for staff, students, and parents on how to access remote learning, how to use it effectively and how to generate effective feedback	All staff, students and parents have an understanding of how technology can be used effectively to support feedback.	Government guidance states that, “Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology,	Part of whole school CPD programme

	using low stakes regular testing.		and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.”	
Barriers to learning these priorities address		<ul style="list-style-type: none"> • Attendance and punctuality to support effective learning. • Mental Health of students to ensure engagement in learning. • Wellbeing of students to ensure healthy lifestyles. • Understanding effective use of technology 		
Projected spending		Wider Strategies = £4,000		

Monitoring and implementation

Area	Challenges	Mitigating Actions
Teaching and Learning	<ul style="list-style-type: none"> ● Recruitment of core curriculum staff due to national shortages ● Access to whole staff CPD due to COVID 19 measures. ● Availability of CPD time to deliver high quality programmes and to allow for department collaborative time. 	<ul style="list-style-type: none"> ● Effective recruitment strategies leading to high quality appointments. School website identifies all the strengths of the schools and promotes our vision and ethos. ● Use of Inset days to support deliver of CPD. ● Staff can access CPD flexibly due to the key CPD programmes. ● Staff CPD time has been included in all staff timetables as allocated time.
Targeted support	<ul style="list-style-type: none"> ● Timetable opportunities for small group interventions ● Access to online resources at home ● Monitoring and evaluating impact of targeted support 	<ul style="list-style-type: none"> ● Analysis of progress data for all subgroups of students including disadvantaged ensures targeted responses.
Wider strategies	<ul style="list-style-type: none"> ● Engaging families facing challenges (increased challenges due to COVID) ● Supporting families to ensure children return to school following COVID19 lockdown ● Supporting parents and students to engage in restorative processes ● Accessing high quality careers provisions during COVID restrictions. 	<ul style="list-style-type: none"> ● Additional EWO support and appointment to learning mentor and councillor roles. ● Training for staff and students to support the restorative processes used in the new behaviour policy. CPD time allocated on Inset day to support implementation. ● Virtual careers fair for all year groups via website.