



Covid-19 Catch-up Premium Report 2020-21

Covid-19 Catch-up Premium Plan 2021-22

Covid-19 Catch-up Premium (incorporating Year 7 Catch-up Premium)

The Covid-19 Catch-up Premium

Schools have received Year 7 Catch-up Premium funding for a number of years to support those students who achieved below the nationally expected level in Literacy and Numeracy in SATs. This has been subsumed into the Covid-19 Catch-up Premium which is designated for schools to use 'for specific activities which will help pupils catch up on missed learning' which should 'particularly focus on disadvantaged and vulnerable pupils as we know they have been most affected.'

www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19/catch-up-premium

SVCS received an additional £47,440 for the academic year 2020-21 with 124 disadvantaged students on roll and 52 students on the SEN Register.

Spending 2020-21

Area of Spend	Spend	Actions and Rationale	Impact
Additional Staffing	£27,071.60	The timetable was structured to enable all students to be in teaching groups of a size which was appropriate to their speed of academic progress. Providing an increased amount of teacher support time.	PP students achieving expected progress; Y7 – Eng 77%, Maths 82% Y8 – Eng 76%, Maths 48% Y9 – Eng 82%, Maths 77% Y10 – Progress -0.03 Y11 – Progress +0.30 All students achieving expected progress Y7 – Eng 80%, Maths 77% Y8 – Eng 84%, Maths 70% Y9 – Eng 84%, Maths 81% Y10 – Progress +0.31 Y11 – Progress +0.75 Progress data suggests that overall students continue to make excellent progress. However, The current Year 9 Maths cohort will be closely monitored.
Curriculum access Online packages 1:1 Tuition Physical resources	£3,821.92	Task Magic to create interactive learning activities. Online learning packages in Science, and Maths to allow students to learn in different ways. Use of TLC Live for 1:1 tuition to support identified students.	All possible barriers to learning were addressed through ensuring students had access to resources appropriate to them. Attendance for the year had been around 94%, but was affected by a significant number of self-isolation cases and anxious non-attenders due to Covid in the final weeks of the Summer term.

		Books and materials to ensure learning could continue at home during self-isolation.	Overall, these measures supported engagement with curriculum, promoted good attendance and maintained students' self-confidence as learners.
Virtual Parents' Evenings	£678.00	Use of Schoolcloud to host Parents' Evenings.	This was brought in to ensure all parents had the ability to attend as the website worked effectively on mobile phones as well as on computers. Parental attendance was in line with previous years.
Speech Therapy	£1,650.00	Assessment and therapy sessions for students. Staff training.	Speech therapy sessions were for students who had social and communication issues, to allow them to communicate their thoughts and anxieties more effectively.
Promoting Reading	£3,737.85	Use of Bedrock Learning twice each week to promote reading and improve literacy. Students have access to this on mobile phones so can complete tasks whenever it is most convenient to them.	PP students achieving expected progress; Y7 – Eng 77% Y8 – Eng 76% Y9 – Eng 82% All students achieving expected progress Y7 – Eng 80% Y8 – Eng 84% Y9 – Eng 84%
IT for individual students	£500.00	Laptops for individual students to use in school to support written work when students are less confident with handwritten tasks.	The laptops are being used in lessons, meaning that this becomes the students' 'normal' way of working so they can be used in GCSE exams, as needed.
Activities to support wellbeing	£2,841.63	Activity afternoons took place in the second half of the Summer term, involving all year groups and all staff.	Students and staff enjoyed the activities and they strengthened, and sometimes improved, relationships between members of the school community.
Carry Forward to 2021-22	£7,139.00		

Covid-19 Catch Up Premium Plan 2021-22

Stour Valley Community School will receive a Covid-19 catch-up payment for the academic year 2020-21. Whilst this is intended to support all students whose learning has been affected by Covid-19 measures, staff are conscious that disadvantaged students may have significant learning gaps and that these learning needs should be identified as quickly as possible. The school is also mindful that students' emotional and mental health may have been negatively impacted both school closure but also the process of returning to school.

SVCS will, again, adopt the Education Endowment Fund's (EEF) Three Tier Approach.

1. High Quality Teaching for All
2. Targeted Academic Support
3. Wider Strategies (including social, emotional and behaviour support)

Below are the planned activities but these are likely to change and be adapted as time progresses. Within the rationale of keeping school as 'normal' as possible, individual student and family needs will be addressed as they arise.

Tier	Intended Outcome	Actions Planned
High Quality Teaching for All	For students to receive the best possible teaching and assessment by consistent staff.	<p>Ongoing CPD – a focus on SEN and individual needs to develop new skills and benefit students.</p> <p>Supporting trainee teachers to bring new skills to SVCS.</p> <p>Where possible, use existing staff to support classes being taught remotely or for cover. Where staff are off on long-term absence (eg maternity leave) use high quality staff on fixed term contracts, with the same person replacing each colleague where possible.</p> <p>Assessments which are timely and allow for success to build self-esteem.</p> <p>Homework not to be issued to Years 7-9 for 2 weeks back after any period of remote learning.</p> <p>Effective strategies in place to support students who are either not in school or attending on a part-time basis. Staff are aware of plans to reduce anxiety as much as possible.</p> <p>Students to have IT equipment on loan to ensure they can access remote lesson at short notice, in the event of school closure.</p>
Targeted Academic Support	For students to make the greatest amount of progress and to address any learning gaps created by school closure.	<p>Structured interventions to be put in place using the National Tutoring Programme. Additional teacher interventions used when underachievement is evident.</p> <p>Use of CAT testing in Year 7 to create baseline data to ensure students are not coasting.</p> <p>One to one support to be offered, particularly in numeracy and literacy, as appropriate.</p> <p>Learning Support Assistants to be used in areas of greatest need, being mindful that this may be the case in more able groups.</p> <p>Learning Support Assistants to be used flexibly, to meet identified needs.</p>

		<p>Literacy support to be provided to students identified as having a reading age below 10 years. This to be through 1:1 reading, creating an interest in books or small group intensive support, as appropriate.</p> <p>Numeracy support to be provided through small teaching groups, a fully differentiated curriculum and personalised support.</p>
<p>Wider Strategies (including social, emotional and behaviour support)</p>	<p>All students are able to attend school and feel safe, knowing that they can access support if it is needed.</p>	<p>Social and emotional learning to continue to be embedded in school life, with an emphasis on identifying and managing anxiety, staff modelling appropriate language and students being dealt with on an individual basis to meet the presenting need.</p> <p>Students to have very clear and reinforced messages about acceptable behaviour through tutors, assemblies and general school life.</p> <p>EWO to be used to liaise with families where attendance has been problematic.</p> <p>PSHE programme to be adapted to include more overt work on emotional and mental health.</p> <p>Sustain meaningful communication with parents through the newsletter, website and facebook, emails and identify new strategies to keep in contact, such as investigating ways to introduce a more holistic parent portal.</p>