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*Dayspring Trust*

# **COVID Catch-up Impact and Recovery Strategy 2021-2022**



*'Trust in the Lord with all your heart, and do not lean on your own understanding. In all your ways acknowledge him, and he will make straight your paths.'*

- Proverbs 3:5-6

## **Improving Access to the Curriculum: Intent**

*'Curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills...the curriculum has been designed and taught so that pupils read at an age appropriate level.'*

**- Ofsted EIF handbook, September 2019**

*'There are planned curriculum opportunities to explore different points of view and pupils are given the skills they need to disagree well and to live with contradictory convictions.'*

**- SIAMS Evaluation Schedule, April 2018**

The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so. Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published [guidance on effective interventions to support schools](#). For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs. There is also an allocation of £350 million for a [National Tutoring Programme](#), intended to deliver proven and successful tuition to the most disadvantaged and vulnerable young people.

The DfE has also set out the following **Curriculum Expectations**, to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.

### **Education is not optional:**

All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities, and experiences of later life.

### **The curriculum remains broad and ambitious:**

All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

### **Remote education:**

DfE asks that schools meet the following key expectations:

1. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term but make use of existing flexibilities to create time to cover the most important missed content...In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
2. Aim to return to the school's normal curriculum in all subjects by summer term 2021.
3. Plan based on the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.
4. Develop remote education so that it is integrated into school curriculum planning.

### **Specific points for key stage 4**

Most pupils in year 10 and 11 are expected to continue to study their examination subjects. In exceptional circumstances, it may be in the best interests of a Year 11 pupil to discontinue an examined subject. School leaders are expected to make such decisions in discussion with pupils and parents and informed by ongoing assessment of a pupil's progress and wellbeing, using the existing discretion that schools already apply on these matters. Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year.

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### **1. Teaching**

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

### **2. Targeted academic support**

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

### **3. Wider strategies**

- Supporting pupils' social, emotional, and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times
- Ofsted will conduct interim visits to schools between 28<sup>th</sup> September and December 2020 and will discuss with school leaders how they are ensuring that pupils resume learning the school's curriculum, including contingency planning for the use of remote education and the use of catch-up funding.

<b>School</b>	Ian Ramsey CE Academy		
<b>Number on roll (total)</b>	1174 (Year 7-11)	<b>Allocated funding (Catch-up)</b>	£93,040
<b>% Pupil Premium eligible pupils</b>	270 (24%)	<b>% SEND Pupils</b>	191 (16.3%)

<b>Issues identified from September 2020 as barriers to learning (e.g. curriculum gaps/attendance/wellbeing)</b>	
<b>Barrier 1</b>	A dip in reading skills during lockdown
<b>Barrier 2</b>	Gaps in curriculum as identified by each Curriculum Leader that have appeared between March and July 2020
<b>Barrier 3</b>	Readying the school for further remote learning needs
<b>Barrier 4</b>	Ensuring all pupils can access online learning at home
<b>Barrier 5</b>	Ensuring our SEND pupils are making social, emotional, and academic progress following the lockdown period
<b>Barrier 6</b>	Understanding Teaching and Learning strategies within the 'new normal' way of teaching
<b>Barrier 7</b>	Gaps in 'careers and further education' advice and guidance
<b>Barrier 8</b>	Understanding the ability of our new Year 7 intake without SATS scores
<b>Barrier 9</b>	COVID-19 related issues impacting on attendance
<b>Barrier 10</b>	Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period

<b>Colour coding key:</b>		
<b>Fully completed actions</b>	<b>Actions not able to be completed as per original plan due to COVID related circumstances.</b> <b>Adaptations to action shown in red</b>	<b>Additional actions due to emerging needs.</b>

<b>Teaching and Whole School Strategies</b>				
<b>Year(s)</b>	<b>Barrier</b>	<b>Actions</b>	<b>Intended impact and evidence</b>	<b>Cost</b>
7	B9	CAT testing for all Year 7 pupils.	This allowed us to identify the cognitive ability of all pupils so that they could be set in October 2020. It also provided an invaluable profile of preferred learning styles and cognitive abilities of all pupils in the new Year 7 cohort.	£2,783
7	B9	The 'no more marking' assessments completed by all Year 7 pupils in English as an externally assessed writing tasks.	Through the use of comparative judgement to assess pupils' written responses, the resulting data was statistically modelled, and responses placed on a scale of relative quality. This supported the creation of sets in English based subjects in October 2020	£0
7-10	B1	Purchase NGRT tests for all pupils in Years 7-10 Identify any pupils who have regressed in reading and/or spelling ages (Year 8-10).	This allowed us to identify the reading ability of pupils. The information was used to support the setting process in October 2020 and to identify those pupils who would benefit from reading interventions and track their progress in reading over time.	£122
7-11	B2	Baseline class-assessments for all pupils in all subjects. Assessments will concentrate on knowledge and skills that should have been grasped between March and July 2020.	This allowed us to identify gaps in knowledge that had developed during lockdown. This information was used to inform intervention both in and out of the classroom and enable us to prioritise the curriculum	£0
11	B2	Intervention to be bespoke and open to all where there is a need. Ensure that intervention is at least as effective as pupils' classroom teaching. This was put in place during the Autumn term but, to avoid excessive screen time for pupils, was deferred during lockdown.	Where this was able to take place, assessment show that some gaps in subject knowledge and key skills were successfully plugged.	£0

7-11	B4	Ensure all pupils in all years have access to computer and access to the internet at home, allowing pupils to access all online learning resources at home whether for homework, periods of self-isolation, or local lockdown events.	This allowed pupils to access online learning resources at home – whether for homework, periods of self-isolation, or lockdown events – and helped both plug and prevent gaps in understanding.	£61,775
7-11	B2	Creation of Knowledge Organisers, as part of a homework strategy, to support revision and retrieval opportunities. Pupils will have access to all underpinning knowledge needed across all curriculum areas to support revisiting key learning.  For 2021/2022, these have been developed to be online and therefore, will be more assessible for pupils.	Although these were created by staff, the ability to print and share them with pupils was limited due to COVID restrictions.	£0
7-11	B3 B7	Purchase classroom visualisers for all classrooms to support the fact staff can no longer walk the classroom and the purchase of additional equipment for those staff self-isolating to support remote teaching.	These supported the delivery of high-quality T&L as they enabled staff to model from the front (given staff were unable to freely move around the classroom as part of COVID risk assessment) and support remote education/catch-up where applicable.	£1,823
7-11	B2	Leaders to track and monitor catch up strategies closely looking at low effort – high impact successes and continually refining practice to ensure learning gaps are closed in the most effective and timely manner.	Quality first teaching remained the single most effective strategy for closing learning gaps. A focus on curriculum sequencing helped leaders target specific subject knowledge and skills that pupils were not yet secure in. A cycle of plan – do – review supported leaders’ understanding of effective catch up in the classroom.	£0

## Targeted Strategies

Year(s)	Barrier	Actions	Intended impact and evidence	Cost
7-11	B5 B9 B10	Fixed term post of additional attendance support/mentor to increase the capacity in the attendance team to support monitoring and early intervention of attendance concerns linked to COVID-19 absences.	This encouraged pupils to attend and parent co- operation with pupil attendance during those periods not affected by lockdown.	£19,571
7-11	B1	Purchase Bedrock Vocabulary to support all pupils with their reading levels.	Pupils we able to access a minimum of two lessons per week – as homework or in class – being introduced to a range of texts to read (fiction and non-fiction) to support frequency of reading and tier 2 vocabulary acquisition. This was accessible during lockdown to continue to support pupils’ reading	£7,087
7-11	B3 B6	Ensure that the home learning offer is refined/updated and made available to all pupils, parents and carers in the event of a pupil absence for self- isolation and/or local lockdown	The use of Google Workspace other online tools and the IT network itself was crucial and highly effective in enabling the continuity of teaching & learning during the lockdown period from Jan to March 2021. The process of accessing online learning resources was made significantly easier than the previous lockdown and enabled a consistent approach for each subject across all years whilst also allowing for bespoke curriculum adaptations.	£0
<b>Total spending from Catch-up Gant</b>				<b>£93,161</b>