Coronavirus (COVID-19) catch-up premium

The government COVID-19 catch-up premium has been established to mitigate the effects of the unique disruption caused by coronavirus.

The grant will only be available for the 2020-2021 academic year. Schools should use this funding for specific activities to support pupils to catch up for lost teaching time over the previous months.

To support schools to make the best use of the funding, the EEF has published a support guide:

https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-supportguide-for-schools1

A summary of their best practice is as follows:

Overall strategy area	Specific strategies
Teaching and whole school strategies	Supporting great teaching Pupil assessment and feedback Transition support
Targeted and academic support	One to one and small group tuition Intervention programmes Extended school time
Wider strategies	Supporting parents and carers Access to technology Summer support

As with all government funding, school leaders and governors must be able to account for how the money is being used. School leaders must be able to show they are using the funding to resume teaching a normal curriculum as quickly as possible following partial or full school closure. Governors and should scrutinise schools' approaches to catch-up from September 2020, including their 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. When routine inspections restart, Ofsted will make judgements about the quality of education being provided and how school leaders are using their funding and catch-up funding to ensure the curriculum has a positive impact on all pupils.

COVID-19 catch-up premium spending: summary

School name:	Thamesmead school
Head Teacher:	Mr P Reeves
Total number of pupils:	1026
Total catch-up premium budget:	£80,922

Teaching and whole school strategies

Specific strategy	Success criteria	Implementation stage	Cost (£)	Impact & Evaluation	Member of staff leading
Implementation of a 'Recovery Curriculum' model starting in September 2020 after the first period of lockdown to enable staff and students to identify gaps in knowledge and skills and address them accordingly. The model of the Recovery Curriculum is based around 5 levers: **Lever 1: Relationships** **Lever 2: Community**	Staff will have identified the learning gaps emerging post lockdown. Students will feel safe and welcomed back into the school community. Staff and students will demonstrate their knowledge and use of metacognition strategies in lessons. The school will have allowed 4 weeks of 'new content free' teaching to ensure that the community has the space to recover.	September 2020 – Whole school CPD on the 5 levers of the Recovery Curriculum (Carpenter, 2020). Communications with the school community were sent regularly during lockdown and before the return to school. Zoom webinar deliver to all parents before the return to school	0	Answers to Q6 on the curriculum Leader evaluation questionnaire show how all levers were embedded. Numerous questions on this show what learning gaps were identified and how they were initially addressed. **Link to questionnaire** TWA and KHA completed learning walks to observe metacognition in practice across all curriculum areas	COA

Lever 3: Transparent Curriculum **Lever 4: Metacognition** **Lever 5: Space**		Staff implemented the Recovery Curriculum principles via a new-content free curriculum for the first four weeks of term. Teachers have identified learning gaps within their individual classes and these have been shared with curriculum leaders. September 2020 – Whole School CPD was delivered on meta-cognition and metacognitive practice by Dr T Watts. TWA and COA created a set of resources via an on-line platform to be delivered to all students about the concepts behind meta cognition and why is supports their progress as part of a timetabled lesson. All staff then followed this with a lesson in which specific metacognitive techniques were embedded.		in November 2020. There were some examples of effective practice and the key areas for further development are: - Structured thinking time needs to be embedded more clearly. - Pupils need further opportunities to identify steps in their own learning. Student voice interviews in October 2020 highlighted the effectiveness of metacognition implementation and curriculum transparency in terms of students feeling that they had the opportunity to discuss what they had missed in each subject, to recognise gaps in learning and how they might be addressed. The student leadership conference in January 2021 reported that the high majority of students felt supported by the school and with their September return. The main point for future

		TWA delivered an assembly to all students reinforcing how to use metacognitive strategies to support their learning. TWA has developed a practitioner research project on metacognition. The merging findings of this will be shared with the staff body in February 2020 with suggested further strategies for impact.		consideration was that the school consider giving students time free of formal assessment on their next return to site. (Asking again for a period of no new content).	
Frequent low-stakes (and no-stakes) testing to ensure all students, and in particular disadvantaged students, develop resilience, experience success, and celebrate the acquisition of knowledge	Lesson monitoring observes low stake quizzing. Student voice reflects this is working for them.	Assessment and feedback working party established to write, trial and embed this practise into our assessment procedures. Feedback from January 2021 Leadership conference suggest there is more work to be done to ensure consistency. COA planning CPD opportunity to reinforce.	0	The January 2021 student leadership conference is our baseline: This showed that students found this approach useful but that there was inconsistency regarding implementation across the school. The student Leadership Team conference in summer 2021 will be used to evaluate progress.	COA
Continued CPD for effective remote learning, ensuring that remote learning	The Teaching and Learning channel will have high traffic (responses and acknowledgements)	Teaching and learning channel on teams set up to share best practice	0	Visible Consistencies: Base line questionnaire to all staff/students after initial launch.	COA

| provision consistent is robust | Staff will collaborate and communicate regarding best practice.

The high quality of remote provision is recognised and acknowledged by the whole school community.

Student voice (via Student Leadership Team Conferences) will show that remote learning is improving from conference to conference. | and provide school expected standard.

Weekly 30 minute CPD opportunities have been established.

Remote learning visible consistencies document has been shared.

Whole staff meeting 02/02/21 to emphasise this | | Resend 2 week after initial implementation

Feedback from parents checked weekly

Spring student LT conference feedback/summer conference feedback. | |

Targeted and academic support

Specific strategy	Success criteria	Implementation stage	Cost (£)	Impact & Evaluation	Member of staff leading
Subject specific intervention to close identified gaps.	Subject leaders to identify students with gaps in subject knowledge.

Subject intervention plans to be created by February half term.

Subject interventions to be implemented at the start of Spring 2.

Students to participate for a defined length (e.g. 6-week intervention). Entry and exit data to be recorded. | In progress.

MLT have been briefed to draw up their intervention plans to commence Spring 2.

Requests for intervention resources can be made where they are not able to use teaching staff to deliver in class intervention/ small group work. | 32,881 | Entry and exit data to be recorded. If student has not made desired progress, intervention model to be adapted. | HEL/ RCA |

		Plans to be evaluated and amended ahead of next cycle			
Students to close specific gaps as identified.					
1:3 tuition with Protocol education as part of the NTP for 75 students in English, maths and science.	Allocated places from Protocol tutoring: KS3 21 English, 21 Maths. KS4 21 Maths, 12 Science. Subject leaders to identify students with gaps in subject knowledge. Subject leaders to baseline assess students and share with Protocol. Students to receive 15 hours of 1:3 tutoring. Students to close specific gaps as identified.	In progress. English, maths and science are identifying students with biggest gaps and creating groups that students can be tutored in. Tutoring programme to start when we come out of lockdown.	5,344	Entry and exit data to be recorded. Student progress to be checked after every 3 hours of tutoring to assess if progress is being made.	RCA, CLA, EMC, FWI
Lexia licenses for year 7 and 8 students to close gaps in literacy, grammar and comprehension.	Students baseline tested and gaps identified in academic vocabulary, grammar and comprehension in years 7 and 8 students. Students will complete the Lexia programme and be proficient readers, confident learners and GCSE-ready. Where students are identified as struggling with a concept on the	In progress. Licenses have been purchased. English team training completed on 29th January. Lexia programme to start week commencing 1st February 2021.	29,545	English class teachers responsible for checking the progress of their students weekly throughout each 6-week intervention period.	HCO

	lexia platform class teacher to intervene with additional support. Student will be reading at or above the expected age-related level. Students will complete the Lexia programme as part of their English lessons. On return to school Lexia will be timetabled during English lessons and set as part of home learning.				
Times Table Rockstars for all students in years 7, 8 and 9	Students to be baseline assessed at start of TT Rockstars challenge. Student data on from TT Rockstars will show that their 'speed' is improving with multiplication and division. On return to school TT Rockstars will be timetabled during Maths lessons and will be set as part of home learning.	In progress. Baseline assessment for year 7 and 8 students completed. Year group competitions in progress. Launched to parents to encourage students to do out of school time. Years 7, 8 and 9 are doing this in tutor once a week and all KS3 classes and bottom set year 10 are using it as part of consolidation time between lessons.	0 (PPG has already purchased TT Rockstars licence)	Student progress and usage is being monitored weekly. Students to be re-assessed every 6 weeks. Currently all students have improved on their initial speed by about 0.4 seconds per question on average.	RHA

		Competitions between the year groups will be launched at the start of Spring 2.				
Learning and Behaviour mentor training	3 members of staff, HOY team, House leaders to be trained as specialist learning and behaviour mentors to support with transition back to school from lockdown.	Training to be completed on 5th February 2021	1560	See below for impact	RCA	
100 hours mentoring to support transition back to school	Learning and behaviour mentors to work with highest profile students who have been affected by extended period of absence from school. Heads of year to identify top 20 students in need of additional support using levels on engagement in lockdown and progress. Heads of year to refer students for 5 sessions with learning and behaviour mentor. Students engage with all sessions. Students will have increased attendance and engagement in lessons and interventions. Behaviour for learning average improves across subjects.	Not yet started	2,974	Student specific data to be collected before and after 5 sessions of mentoring (student self-assessment, attendance, engagement, progress to target, behaviour for learning).	RCA/ EWA/ HHO	

Wider strategies

Specific strategy	Success criteria	Implementation stage	Cost (£)	Impact & Evaluation	Member of staff leading
Provide technical support for disadvantaged and vulnerable learners	Provide devices for disadvantaged students to remove barriers to accessing remote learning during lock down and periods of self-isolation. Data from Socrative registers/ insights to show higher levels of engagement than first lockdown.	IT team and learning centre team supporting students with laptops from government, school and donations. £5000 used to purchase laptops.	5000	Data from insights used to monitor engagement of students with school laptops.	RCA
Facilitator training to deliver parenting support to those families where we have seen low levels of engagement in lockdown	Our inclusion team will be able to provide training and support to parents experiencing issues with their children regarding building resilience, anxiety, neurolinguistic programming, understanding and dealing with challenging behaviour. Parents will feel empowered to address challenging behaviour from their children. We will see levels of attendance and engagement in lessons increase.	Not yet started	3500	Parents will complete resilience questionnaire prior to completing course and post course to self-assess resilience & confidence levels. Student impact will be measured by attendance and engagement in lessons prior to / post parents completing course.	LCH/ LBR
Freedom Programme Facilitator Training for victims of domestic abuse	Our inclusion team will be able to provide support to vulnerable (faster than referring to outside agencies) who have experienced abuse during lockdown. This will have a positive impact on parenting strategies to	Not yet started	1000	Parents will complete resilience questionnaire prior to completing course and post course to self-assess resilience & confidence levels.	LCH/ LBR

	increase attendance, engagements and remove barriers to learning. Parents will feel empowered to address challenging behaviour from their children they are experiencing as a result of domestic abuse. We will see levels of attendance and engagement in lessons increase from this vulnerable cohort.			Student impact will be measured by attendance and engagement in lessons prior to / post parents completing course.	
			Total	**£80,922**	

Additional comments/evaluations (if required):

We have based our decisions on where to direct the COVID Premium funding on the following key findings.

1. Year 8 show that they have had the biggest change in expected progress between Autumn 1 2019 and Autumn 2 2020. High levels of intervention needed across seven subject areas.

2. Results from MidYIS for current year 7 show a significant drop in vocabulary, maths and non-verbal skills.

3. We have seen an increase in issues that are born outside of school that have a direct impact in the classroom. We currently have 73 students in receipt of FSM which is 7% of our student body, this is an increase of 68% compared to January 2020. More support needs to be given to empower parents to increase attendance and engagement in school.