

Springwell Alternative Academy Lincoln

Covid Catch-Up Strategy Statement



Publish date	Jan 2021
Review date	July 2021
Statement authorised by	Lisa Ashcroft Day – Executive Principal
Covid Catch Up lead	Sarah Jorgensen – Exec Vice Principal
Governor lead	Steve Holloway

Barriers to success

The barriers below have been identified as the primary reasons our students struggle to achieve as part of our work on our curriculum intent and PPG strategy. The Covid19 Pandemic has exacerbated the scale and impact of these existing barriers, and increased the number of children who are affected by them.

1. Historically poor attendance: The majority of our disadvantaged students have had attendance below 95% in their previous school.

Impact of Covid19: We struggled to engage some students with remote learning due to lack of/restricted access to appropriate devices during the first national lockdown. Many students have had further absences due to being exposed to Covid-19 and having to isolate, while waiting for a test, or during class and year group school closures that we have had to make due to exposure in school.

2. Low literacy levels: The overwhelming majority of disadvantaged students join us with a reading age below their chronological age. This creates a barrier to academic success across all curriculum areas. Low literacy levels are also highly correlated with an increased likelihood of future exclusion and incarceration.

Impact of Covid19: The difficulties with absences discussed above in the context of the Covid-19 pandemic may have exacerbated reading difficulties. Many students do not come from families who read well, and the support they have had with their reading while working from home has been less than they would have received in school. Students have begun to make progress again once they return to school, but they may have missed a chunk of learning, and again increased absences are playing a role in the speed of their catch up.

3. Difficulties relating to students' social, emotional and/or mental health: All of the disadvantaged students who attend Springwell have identified SEMH needs as part of their SEND profile, which have prevented them from achieving success in a mainstream environment.

Impact of Covid19: Many students' SEMH difficulties have been exacerbated by the covid19 pandemic. This includes students with increased anxiety, leading to increased self-harm and risk-taking behaviour for some students, and increased dysregulated behaviour for others. It also includes students for whom absences from school, and the associated lack of support and structure, have paused their progress or indeed caused it to deteriorate.

EEF GUIDE TO SUPPORTING SCHOOL PLANNING (2020-21) – TIERED MODEL

Springwell Alternative Academy Lincoln – Covid Catch Up Funding Allocation

Total spend = £15, 260 plus funds from staffing budget [DfE catch up funding = £15,120]

1 Teaching

High Quality Teaching for all

- Appreciative enquiry process used to support and challenge individuals teaching practice

Effective Diagnostic Assessment

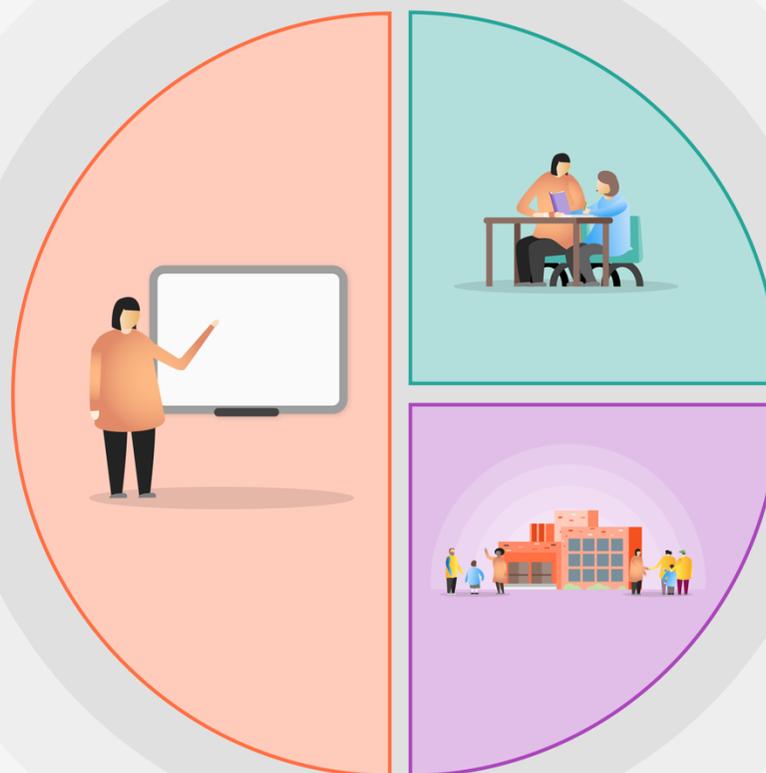
- Early completion of Boxall profiles for all children to identify 'new' areas of strengths and difficulties to enable appropriate personal targets and support strategies.
- Early completion of WRAT5 to identify where students are in terms of reading accuracy, comprehension and basic numeracy to inform teaching and interventions.
- Introduce diagnostic BKSB for English and Maths for secondary students to find specific areas of the subject that need addressing for that student to progress further.
- Early completion of phonics screening to identify starting points for teaching of phonics / reading and to inform interventions.

Supporting Remote Learning

- Provide resources including books and IT where needed to support home learning that reflects the content covered in school
- Increased capacity to provide daily check ins with a key adult to support wellbeing and academic progress.
- When children are in school, to consider teaching methods that reflect what is being sent home. e.g. how to use video clips to learn from, how to research independently etc. In order to prepare students.

Professional development

- Investment in RWI training for staff to support reading / phonic development in primary students.
- Whole school enquiry process /CPD to develop the teaching of reading across all phases



2 Targeted academic support

High Quality 1:1 / small group tuition

- Class sizes to remain small with 2/3 adults to enable all lessons to be targeted at students' gaps and individual targets for progress.

TAs and targeted support

- Diagnostic tests and teacher assessment used to target evidence based interventions. Priority given to reading / phonics work and functional Eng/Math skills
- Increased capacity created for 1:1 interventions.

Planning for Children with SEND

- all students attending the school have SEMH needs
- SENDCo to work closely with teachers / TAs to ensure children's outcomes remain appropriate
- SENDCo to work closely with teachers to identify any developing / changing needs.

3 Wider strategies

Supporting children's SEMH needs

- Increased capacity to deliver...
- To introduce MISP projects
- Grief and loss programme available
- Theraplay (socially distanced) in addition to other evidence based SEMH interventions
- Introduce in school counselling service

Communicating with and supporting parents

- Increased capacity to deliver ...
- Home visits, delivering of work packs/ books and food parcels for FSM students.
- Building relationships with hard to reach families to provide key adults for parents to provide support and signpost to other support agencies
- Early Help assessments, TAC, CIN, CP, ESCO support

Planning for, and measuring, the impact

TIER 1: TEACHING				
Action	Cost	Barriers addressed	Intended impact	Impact data (qual and quant)
<p>All students to undergo comprehensive diagnostic testing in academic and SEMH measures to enable effective teaching and support that addresses gaps in and barriers to learning.</p> <p>Functional Skills online learning programme for pupils to access videos and activities to address gaps in BKSB diagnostic in order to support remote learning during school closures and additional home learning outside of school hours</p>	<p>BKSB: £120</p> <p>BPVS: £230</p> <p>Boxall: £150</p> <p>SLC tool: £192</p> <p>WRAT5: £450</p> <p>RWI screener: (part of package £1000)</p>	<p>2 & 3</p> <p>Enables full understanding of the extent of literacy and SEMH barriers</p>	<p>All students receive appropriate SEMH support in their classroom</p> <p>All students receive classroom teaching that starts from where the students are and addresses gaps in learning</p> <p>All students can access additional learning programmes from home in addition to remote learning sessions (school closure) and face to face teaching.</p>	<ul style="list-style-type: none"> • Number and percentage of children who have made progress in SEMH measures • Number and percentage of children who have made progress in reading and other academic data • Number and percentage of children who have made progress in English and Maths
<p>All students to have individual targets set for SEMH and/or academic progress, depending on their pathway, which staff consider when planning.</p>	<p>Staff time</p>	<p>2 & 3</p> <p>Ensures classroom planning considers students' individual circumstances and targets</p>	<p>All students receive personalised classroom teaching that considers their individual targets and next steps</p>	<ul style="list-style-type: none"> • Number and percentage of children who have made progress in SEMH measures • Number and percentage of children who have made progress in reading and other academic data

All unqualified classroom teachers are enrolled on some form of ITT or teacher training	Funded through the apprenticeship levy so free at point of use	1, 2 & 3 High quality classroom teaching will address all three barriers		<ul style="list-style-type: none"> • Improvements to attendance of children in classes taught by unqualified staff • Number and percentage of children who have made progress in SEMH measures in classes taught by unqualified staff • Number and percentage of children who have made progress in reading and other academic data in classes taught by unqualified staff
All teachers have the opportunity to engage in a practitioner enquiry project around the teaching of reading	Staff time	2	<p>All teachers are informed about the latest research evidence in the teaching of reading</p> <p>All students receive high quality teaching in English and make progress</p>	<ul style="list-style-type: none"> • RWI levels / Reading standard scores Teacher assessed English levels
Staff training to deliver RWI phonics programme	RWI package (cost above)	2	Improved acquisition of phonics/ reading in primary students.	<ul style="list-style-type: none"> • Primary RWI progress data

TIER 2: TARGETED ACADEMIC SUPPORT

Action	Cost	Barriers addressed	Intended impact	Impact data (qual and quant)
All students who are not making progress in reading receive appropriate one to	RWI package inc training (cost above)	2	All students will make progress in reading in the time that they are with us	<ul style="list-style-type: none"> • Number and percentage of children who have made

one or small group intervention	Increased capacity for Intervention due to appointment of TA Apprentice £8,118			progress in reading and phonics
Secondary - additional 1:1 sessions (twilight sessions or remote sessions depending on transport restrictions) to address gaps identified in BKSB diagnostic	£ from staffing budget	2	All students will make progress in English and Maths in the time that they are with us	<ul style="list-style-type: none"> • Number and percentage of children who have made progress in English and Maths

TIER 3: WIDER STRATEGIES

Action	Cost	Barriers addressed	Intended impact	Impact data (qual and quant)
All students who are not making progress in SEMH measures receive appropriate SEMH intervention, one to one or in small groups. To include MISP project, Theraplay and Grief and Loss work.	Increased capacity for Intervention due to appointment of TA Apprentice (costs above)	3	All students will make progress in SEMH in the time they are with us, or, if in the event of traumatic loss, they are appropriately supported.	<ul style="list-style-type: none"> • Number and percentage of children who have made progress in SEMH measures
All students who have poor attendance are supported to increase their attendance	Increased capacity for pastoral support due to	1	Improvement in student attendance	<ul style="list-style-type: none"> • Overall attendance rates • Number of students who improve their attendance while with us

	<p>appointment of TA Apprentice</p> <p>(costs above)</p> <p>Contribution towards new classroom mini bus to support pupils to re-engage £5,000</p>		<p>Reduction in persistent absenteeism</p>	<ul style="list-style-type: none"> • Overall attendance rates • Reduction in number of students who are persistently absent
<p>Pastoral support including safe and well checks, delivery of food / work packs / IT other resources for children as required.</p> <p>Evening virtual parent/carer support sessions (1:1 or group) to provide parents with strategies for supporting their children at home with SEMH needs and learning.</p>	<p>Increased capacity for pastoral support due to appointment of TA Apprentice</p> <p>(costs above)</p> <p>No additional cost – school behaviour leads working flexible hours</p>	<p>1 & 3</p>	<p>Children at home are safe and have access to food and work.</p> <p>Families are supported with individual needs</p> <p>Give parents/carers an opportunity to chat and ask questions and be part of a parent/carer network. Support them to feel more confident in supporting their child at home</p>	<ul style="list-style-type: none"> • Number of visits & IT resources allocated and impact on remote learning engagement • Improved Boxall scores for children of parents/carers who take part