



## ACE Catch UP

### ACE COVID catch-up premium report

#### COVID catch-up premium spending: summary

Summary Information			
Total number of pupils:	210	Amount of catch-up premium received per pupil:	<p>£80</p> <p>receive a total of <b>£80 per pupil</b> (for reception through to year 11), as follows:</p> <ul style="list-style-type: none"> <li>• In 3 instalments - in autumn 2020, 'early 2021' and summer 2021               <ul style="list-style-type: none"> <li>◦ You should have received the first payment</li> </ul> </li> <li>• You'll get a total of £46.67 per pupil split across payments 1 and 2</li> <li>• You'll get £33.33 per pupil for payment 3</li> </ul> <p>Per pupil numbers for each instalment will be based on the latest available data. For the payment in 'early 2021', this'll be your 4-15 pupil headcount from the October 2020 census.</p>
Total catch-up premium budget:	4220.00		

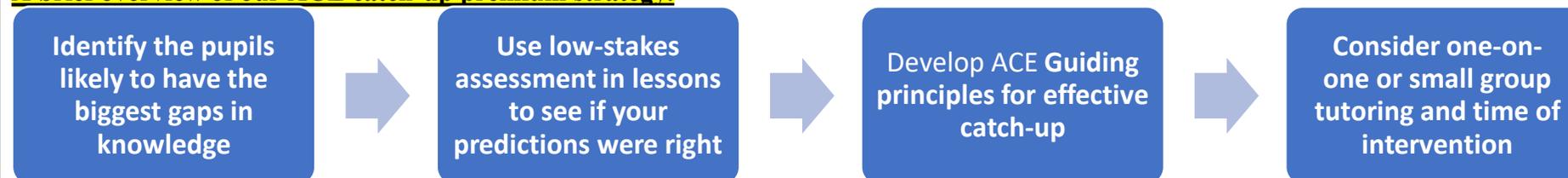
## ACE Strategy Statement

### School's catch-up priorities

To focus on those pupils who have **significant gaps in their knowledge** when they return to school and to fill those gaps quickly.

- To reduce the attainment gap between our disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures

### A brief overview of our ACE catch-up premium strategy.



The core guiding principles we are implementing for effective catch up and how these will contribute to helping pupils catch up missed learning.

**At ACE we believe that “catch-up” should focus on key knowledge and concepts; the content shouldn’t be wildly different to consolidation teaching.**

### ACE Guiding Principles for Effective Catch-up

- **It should be intense and time-limited:** we want pupils to fill in the gaps as quickly as possible so they can start doing the same work as their peers. Ideally, catch-up will finish by the time other pupils have finished consolidating the learning they missed.
- **Work with our SLT including the Inclusion Lead on this:** to establish what has and hasn't worked for our pupils in the past.
- **It will focus on key knowledge and concepts as identified in our ACE curriculum map.**
- **Target our teaching at filling pupils' specific gaps:** adapt catch-up in light of what we learn about where pupils' gaps are, and keep and further invest in low-stakes quizzing going during the process
- **Staff who deliver this catch-up will be well-trained:** high-quality teaching and modelling is key
- **Make sure our ACE pupils experience success early on:** whatever we put in place, pupils need to feel that what they're doing is making a difference - this will motivate them to continue and this is linked to our ACE Vision Statement.
- **Give pupils the opportunity to practise what they're learning and show that they understand.**



## Barriers to learning

We have used the following data sources to help identify barriers to attainment in our school:

- Internal assessment and reporting software
- The EEF [families of schools database](#)
- Staff, pupil and parent consultation
- Attendance records, including during lockdown
- Recent school Ofsted and SIAMS reports
- Guidance from experts

### barriers to future attainment

Academic barriers (issues addressed in school such as low levels of literacy/maths)

A	English – Reading skills
B	Numeracy - Mathematical skills
C	English – Writing skills

### ADDITIONAL BARRIERS

External barriers (issues which require action outside school such as home learning environment and low attendance)

D	Lost the most learning time due to poor engagement with remote learning (and are likely to have the biggest gaps) or are vulnerable or have EHC plan, so learning from home may be challenging.
E	Don't have access to the technology needed, or whose home lives make home learning difficult or have experienced difficult family circumstances.
F	Confidence and ability to tackle activities due to emotional strains (therefore negative mental health).



Planned expenditure for current academic year

The headings below will help you demonstrate how you plan to use the catch-up premium to improve classroom pedagogy, provide targeted support and support whole-school strategies.

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Before pupils come back to school, start identifying those who've lost the most learning time and are likely to have the biggest gaps through having a focused Transition (INSET) day.</p> <p>Invest in programmes to support the teaching and learning of Literacy and the wellbeing of all pupils.</p> <p>Mental Health and wellbeing curriculum – developed to be the vehicle through which our academic curriculum is delivered in order to address effect on mental health that lockdown has had.</p>	<p>In line with the EEF research “Create opportunities for teachers to share information about pupils’ strengths and areas for development with colleagues”</p> <p>Smooth transition into a new year group via a curriculum that focusses on integrating back into school life. Opportunities for individual children to share their experiences are given and RHE lessons are planned according to this. Children have opportunities to self-reflect on their experiences via mindfulness activities.</p>	<p>“Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils.” EEF Education Endowment Foundation - Covid-19 Support Guide for Schools pg.4</p> <p>At ACE we have invested in materials to support teachers with their curriculum delivery including curriculum resources made by external experts and focused training on the effective use of technology.</p> <p>A Recovery Curriculum for RSHE based on Character Education to be implemented during Autumn 1 across the whole school. Mental Health, wellbeing and being part of a class to centre in this curriculum.</p>	<p>How we will check that our plan is making a difference</p> <ul style="list-style-type: none"> <li>Establishing baselines in learning.</li> <li>Pupil progress meetings / discussions with class teachers and TAs.</li> <li>Regular monitoring of teaching and learning and pupils' work.</li> <li>Talking to pupils.</li> <li>Tracking of pupil progress data.</li> <li>Progress / outcomes from interventions.</li> </ul>	SLT	We will review this strategy at the end of the term.



<p>Invest in programmes to support the assessment of teaching and learning Review and update relevant policies.</p>	<p>To use low-stakes assessment in lessons and throughout a pupil's learning experiences.</p> <p>All children are encouraged to lean and achieve.</p>	<p>“Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.” Education Endowment Foundation - Covid-19 Support Guide for School pg.4</p> <p>We have combined professional knowledge with robust evidence about approaches that are known to be effective.</p>	<p>Regular monitoring of teaching and learning and pupils' work.</p> <p>New policies will be reviewed by stakeholders.</p>	<p>SLT</p>	<p>Each term by SLT and during phase meetings.</p>
<p>Total budgeted cost:</p>					
<p>Targeted support</p>					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Reading, Writing and Maths assessments made in Autumn 2020 will identify children in need of further targeted support. 15 min daily interventions with class based TS's for identified pupils – basic skills nurturing and development.</p>	<p>Progress is accelerated term by term to ensure pupils are able to access age appropriate learning resources and teaching/learning. Majority of children to be at, or above age-related expectations by end of Summer term 2021.</p>	<p>“In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.”</p> <p>“A particular focus for interventions is likely to be on literacy and numeracy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.” Education Endowment Foundation - Covid-19 Support Guide for Schools Pg 5.</p>	<p>Ongoing teacher assessments during each term.</p> <p>End of year assessments in July 2021 to be compared with baseline (to give impact evidence over 2020/2021).</p>		

<p>To investigate through the National Tutoring Programme what type of tutoring can most effectively support pupils at ACE who have fallen behind.</p> <p>“There is extensive evidence supporting the impact of high- quality one to one and small group tuition as a catch-up strategy.” EEF Covid-19 Support Guide for Schools pg 5</p>	<p>To provide one to one coaches to specific children who have been identified as potential underachievers.</p> <p>For those learners who have been identified to make better than average progress compared to peers in their class (where appropriate to link this with national statistics).</p>	<p>Children from disadvantaged backgrounds are likely to have been affected particularly severely by us having to close the school for some year groups and may need more support to return to school and settle back into school life. While the recommendations in the EEF guide relate to all pupils, we believe that it is likely that some forms of support will be particularly beneficial to disadvantaged children and those who have found the lockdown challenging.</p>	<p>To make sure tuition is effective at ACE we believe it should:</p> <ul style="list-style-type: none"> <li>• Be one-to-one or in small groups (up to 5 pupils)</li> <li>• Be intensive: focused around key concepts, and take place over a short period of time</li> <li>• Targeted at pupils' specific needs - tutors should know exactly where pupils have gaps, or be involved in low-stakes quizzing</li> <li>• Be carried out by tutors who are well trained and supported by teachers, with regular communication happening between teachers, tutors and parents</li> </ul> <p>Aligned with learning that's happening in the classroom</p>	<p>SLT</p>	<p>End of each term</p>
<p>Total budgeted cost:</p>					
<p>Other approaches</p>					
<p><b>Action</b></p>	<p><b>Intended outcome and success criteria</b></p>	<p><b>What's the evidence and rationale for this choice?</b></p>	<p><b>How will you make sure it's implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review this?</b></p>
<p>Conferencing for all ACE pupils via development of ACE Pupil passports</p>	<p>To raise the profile of issues faced by children and young people. Allow children to feature in their learning journey</p>	<p>“Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.” Pupil voice is encouraged to understand individual lock down experiences and bring the child back into the ACE family through the sharing of positive experiences.</p>	<p>Through the regular monitoring of teaching and learning and pupils work. Talking to pupils.</p>	<p>SLT</p>	<p>End of each term</p>



<p>Increased Phonics Teaching for Years R, 1 and 2</p>	<p>Increased levels of Phonics and reading levels. Pupils in Year 1 will have recapped and completed the relevant set sounds and progressed in a timely manner and be ready for tests in 2021.</p>	<p>Missed teaching through school closures to ensure phonics phases and spelling patterns have been taught.</p>	<p>Pupils in Y2 will be ready and prepared for Phonics Screening test in the Autumn term that was missed in June 2020. Phonics knowledge will develop further and be used and applied in reading and written work across the curriculum. Baseline Phonics assessments in early September will establish individual pupil's knowledge and understanding and teaching will be able to plan, prepare and deliver interventions that are meaningful to individuals and small groups of children so that they still have access to a broad and balanced curriculum.</p>	<p>EYFS and Key Stage 1 teachers including phonics lead</p>	<p>End of each term</p>
<p>Worship to include key issues which need addressing linked to Covid-19 and lockdown</p>	<p>Worship programme designed for school pupils to tackle some of the biggest issues faced today. Pupil voice is encouraged to understand individual lock down experiences and bring the community back together through the sharing of positive experiences.</p>	<p>It is essential children have opportunities for exploration of self within their learning – listening to children and rebuilding trust and relationships with new and old friends via the safe confinements of the recognised worship.</p>	<p>To measure whether the profile of issues faced by children and young people has heighten through governor implemented child questionnaire. To use questionnaire to check whether children and young people have a voice in everyday issues.</p>	<p>Worship lead</p>	<p>At the end of each term</p>



<p>Behaviour – implement new Behaviour and Anti-bullying plan.</p>	<p>Explicit teaching in behaviours for learning in the classroom environment such as independence and resilience linked to the ACE learner.</p>	<p>Children have had up to 6 months away from routine, policies, practices and the discipline school brings. With social distancing and class bubbles in place, implementing the known behaviour policy cannot happen in the same way as it did before lockdown. The behaviour policy addendum needs to be understood by all and implemented daily but also sensitively to meet the needs of all children.</p>	<p>ACE Values are integrated back into the children's learning and reflected in their daily behaviour. Behaviour policy with changes implemented and all children.</p>	<p>SLT</p>	<p>At the end of each term</p>
<p>Total budgeted cost:</p>					

**additional information**

**Writing**

Pupils have fallen behind with their writing over the lockdown period and not been exposed to quality teaching of the different purpose for writing. They will need the opportunity to build up their stamina.

**Action**

Staff to focus on fiction writing techniques and non-fiction writing techniques to develop quality of writing for all pupils. Skills the children did not cover or master before and during 'lockdown' and opportunities to learn and practise these have been built into this year's planning through the bridging units.

**Success Criteria**

- Quality of writing improves across the school with more pupils achieving age related or above expectations in writing.
- Writing in the broader curriculum improves and aids knowledge and understanding of foundation subjects.
- Confidence of the pupils increases in writing.
- Children are able to write at length.

**Maths**

Times tables progressions has been halted due to lockdown and children's knowledge and understanding of the times tables for their year group not known or understood

**Action**

Use of Times Tables Rockstars to assist in teaching of tables and practice at home.

**Success Criteria**

- Pupils more confident with times tables.