

Lincoln Castle Academy Catch Up Premium – Intent, Implementation, Impact

Summary information					
School	Lincoln Castle Academy				
Academic Year	2020-21	Total Catch-Up Premium	£63,680	Number of pupils	Year 7-11 = 796 pupils
		Total 16-19 Tuition	£9,831		Year 12 and 13 45 (12) 33 (13)

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

The aim of the Catch-Up Premium is to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year.

Use of Funds	EEF Recommendations
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“Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).”

“Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.”

The EEF advises the following tiered model for a schools’ approach:

1. Teaching and whole school strategies, Supporting great teaching, Pupil assessment and feedback, Transition support
2. Targeted academic support, One to one and small group tuition Intervention programmes, Extended school time
3. Wider strategies, Supporting parent and carers Access to technology, Summer support

Identified impact of lockdown – requirement to develop key skills

Reading	Reading skills, already a large barrier for our cohort remains a barrier to learning which has been exacerbated by lockdown. On average, students arrive below age expected for reading. Developing confident readers will ensure the whole curriculum can be accessed more easily. Curriculum content reading will be improved as a result. See Appendix 1 for year group break down of Below Age Expected for reading.
Literacy	The understanding and range of knowledge from the previous academic year has not been firmly embedded for students. Reading for pleasure at home can be infrequent for a significant minority of our students and parental engagement can be uncertain. Application of language and analytical skills to decode texts for older pupils has not been developed as deeply.
Numeracy	Number, fluency with times tables and processes that are normally repeated activities that drive the foundations need rebuilding.
Scientific skills	Where units of work have been taught remotely students are less able to access previous knowledge and are less likely to make connections between concepts and themes throughout the curriculum. Practical topics that engage pupils have been taught without hands on experience resulting in less experience and ability to apply ideas to theory. Our students particularly those in year 7 and 8 have also missed out on curriculum experiences e.g. trips and visits.
Other subject areas	Missed components of work that then for the composite understanding, have been delivered independently in isolation. Students have not been able to access the face to face explanations in many cases due to technology poverty. Specific key skills have not been reinforced particularly in more practical subjects.
Transition to sixth form	Learning has been lost since lockdown. Preparatory work for transition was online with access and engagement lower than normal. Y12 students arrived lower in confidence due to a mindset of a significant number that they had 'not achieved the grades'. Building of confidence and reinforcement of ability is key. Y13 students have missed wider academic reading during lockdown, however engagement with online remote learning was successful.

Implementation Approach	Intended outcome	Impact (once reviewed)
<p>EEF1: Supporting great teaching:</p> <ol style="list-style-type: none"> 1. DEAR time in lesson and in extended tutor time <p>Year 7 Wildspark Year 8 Black Cats and Butlers Year 9 Don't stop thinking about tomorrow Year 10 Macbeth Year 11 An Inspector Calls (purchased and in use from 2/11/20)</p> <ol style="list-style-type: none"> 2. Additional TA support 3. Academic mentoring staff 4. National tutoring scheme for SEND clearly disadvantaged pupils – selected 10 pupils hardest to reach. 15 hours per student 5. Isabella Wallace training – Teaching great lessons within a covid secure environment. 	<ol style="list-style-type: none"> 1. Increased fluency with reading. Greater opportunity with dedicated reading time. Increased confidence with reading. Enable greater ability to interact with whole curriculum due to increased ability to read and understand the questions across the curriculum. Greater ability to learn, science of reading more deeply and widely. 2. TA extraction for Catch up tutor time package, small group tuition, increased confidence from LA students with the DEAR/lit/num/sci package. 3. Use of highly qualified TA/ Tutor for small group /1:1 tuition according to National Tutor programme, Plug and close gaps with increased small group contact – particularly in core subjects. 4. Vulnerable pupils, specific SEND needs, pupils in SEND bubble to have specific gaps highlighted and plugged, bring more in line with peers 5. In an environment where it is more difficult to do the activities that historically are used within the academy to improve QfT, training from IW for all staff, but in particular, our new staff, NQT, RQT, and those being monitored and supported and coached by the Teaching and Learning team 	<ol style="list-style-type: none"> 1. Accelerated reader quizzes showing “more words”, greater vocabulary, higher reading age, barrier closing. Reluctant learners access greater opportunities. Language-rich school evident in lessons and in students’ work · 2. Gaps closed/closing between nurture/BAE pupils in each year group 3. Increased confidence and access to curriculum for especially vulnerable pupils selected for the 15 sessions 4. SEND students’ progress in line with individual targets 5. Increased number of secure lessons from highlighted staff in current conditions- leading to greater interest and buy in from pupils, pupils work matching intent of curriculum

<p>6. Wider academic reading books for year 12/13 selected by subject staff, non-specification related but subject related. (cost attributed to targeted support see EEF2)</p>	<p>6. Increase interest in themes around the subject, outside of the specifics of the curriculum to push understanding of the wider subject, drive standards by filling gaps in knowledge.</p>	<p>6. Increased outcomes at end of Key Stage (and data points)</p>
<p>EEF 1: Pupil assessment and feedback</p> <p>1. Year 7 CATS testing</p> <p>2. Accelerated reader tests for reading ability Accelerated reader licence £6406 per annum – already paid for from Pupil Premium funding but looking at add on modules for the package</p>	<p>1. Student cognitive abilities are known and understood by all as a result teaching content and pedagogical approaches can be adjusted to maximise impact and student progress to prior attainment band expected outcomes improves.</p> <p>2. Reading scores improve in line with literacy development plan targets</p>	<p>Y7 E/M/W/U assessments show over 90% at ‘expected’ or above by June 2021.</p> <p>Disadvantaged students progress is at least in line with NA (-0.45 in 2019)</p> <p>SEND students’ progress in line with individual targets</p>
<p>EEF1: Transition support</p> <p>1. Year 6 into 7 Transition booklets</p> <p>2. Getting Ready for year 8 booklet</p> <p>3. Getting Ready for year 9 booklet</p> <p>4. Getting Ready for year 10 booklet</p> <p>5. Getting Ready for year 11 booklet406</p> <p>6. Transition to Sixth Form booklet</p> <p>7. Getting Ready for year 13 booklet</p>	<p>1. Year 6 booklet, provide activities in all curriculum subjects taught in year 7</p> <p>2. The Getting Ready booklets, used the key tasks identified by HOD as vital work planned designated CONSOLIDATION tasks, vital knowledge and skills and STRETCH tasks per subject added to the booklets</p> <p>3. Transition to Sixth form booklet, building confidence with GCSE/BTEC style activities to give added confidence, reminder of study skills from the gap in education time from 20/3/20. Detailed A level introductory tasks that build upon the initial GCSE. Reading around the subject and introductory activities.</p>	<p>Gaps in curriculum addressed or retaught from curriculum time</p> <p>Follow up assessment by individual departments</p> <p>Gaps closed or specific gaps not leading to increased future gaps</p> <p>Students are supported to overcome barriers.</p> <p>PP/SEND/ BAE students are supported to make rapid gains owing to sharply focused support ·</p>

Implementation Approach	Intended outcome	Impact (once reviewed)
<p><u>EEF 2</u> <u>Tutor time Catch Up Programme KS3 and KS4</u></p> <p>https://www.lincolncastleacademy.co.uk/wordpress/ca-catch-up-programme-2020/</p> <p><u>EEF 2: Tutor time Catch Up programme KS5</u> 3 morning slots where subject revision guides and workbooks as used additional curriculum learning. 2 mornings academic wider reading as above, as well as PIXL challenge Ted style talks.</p>	<p>Greater fluency, agility, familiarity of identified key skills and knowledge from year 7 -11. Greater access to further material Increased outcomes</p> <p>Increased understanding of academic articles leading to increased future possibilities in higher education. Increased attainment and progress on own sixth form courses.</p>	<p>WAG grades show trajectory towards target for Y11 and Y13</p> <p>Outcomes meet expected levels for other year groups.</p>
<p><u>EEF2: 1-to-1 and small group tuition</u></p> <p><u>Year 11</u> Maths, English and Science key support during tutor time Mon-Fri</p> <p><u>Year 10</u> Science – Building towards 4s Further to follow</p> <p><u>Year 7,8,9</u> – yet to begin TA extraction of nurture style groups to complete the tutor package</p>	<p>All year 11 groups designed to raise attainment within key groups identified from data by HOCORE. Key boundary jumpers with appropriate intervention.</p> <p>Year 10 groups that follow – to fill in gaps identified during term 1 and DD1 by HoCore.</p> <p>KS3 groups to build confidence and gain faster skills from small group interaction with the same pupils daily, but completing the same package as their peers.</p>	<p>WAG grades show trajectory towards target for Y11 and Y13</p> <p>Outcomes meet expected levels for other year groups.</p>

Implementation Approach	Intended outcome	Impact (once reviewed)
<p><u>EEF3: Supporting parents and carers</u> Information re Catch up package on website Possible parents evening/ Virtual conference</p>	<p>Parent involvement increase chances of achieving targets. Student engagement improves as a result.</p>	<p>Student engagement is over 90% from evidence gathered to review:</p> <ul style="list-style-type: none"> • Student voice • Parent voice • QA of package
<p><u>EEF3: Access to technology</u> Updated to Microsoft 365</p> <p>Access to SMHW classwork function</p> <p>Go4schools additional seating plan</p> <p>Tablets and Bluetooth keyboards/ laptops-for students use in school and at home</p>	<p>Students are able to access remote learning with ease to ensure no gaps result and no learning is lost because of covid absence.</p>	
<p><u>EEF3: Summer Support</u> Summer support Getting Ready booklets (as above)</p>	<p>For discussion later on in the year, other strategies and progress pending</p>	