

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

Summary information					
School	Lincoln Castle Academy				
Academic Year	2021-22	Catch-Up Premium	£18,661.89	Number of pupils	Year 7-11 796 pupils

## 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
<p>“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 <a href="#">curriculum expectations for the next academic year</a>.”</p> <p>“Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.”</p>	<p>The EEF advises the following tiered model for a schools’ approach:</p> <ol style="list-style-type: none"> <li>1. Teaching and whole school strategies, Supporting great teaching, Pupil assessment and feedback, Transition support</li> <li>2. Targeted academic support, One to one and small group tuition Intervention programmes, Extended school time</li> <li>3. Wider strategies, Supporting parent and carers Access to technology, Summer support</li> </ol>

## Identified impact of lockdown – requirement to develop key skills

<b>Reading</b>	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. Year 7 STAR reading test assessments on Below Age Expected for reading indicate at least 19% of the Year group need intervention and a further 27% need monitoring. Baseline average reading age data for KS3 indicates that reading ages compared to age related expectations are significantly below the expected level. None of the Year groups in KS3 have a baseline average reading which is in line with a functional reading age level of 12 years (Year 7 & Year 8 have a baseline reading age of 10.1 years and Year 9 11.5 years).
<b>Literacy</b>	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.
<b>Numeracy</b>	Number, fluency with times tables and processes that are normally repeated activities that drive the foundations need rebuilding.
<b>Scientific skills</b>	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.
<b>Other subject areas</b>	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.

**EEF 1: Teaching and whole-school strategies**

Impletion Approach	Intended outcome	Impact (once reviewed)	Staff lead	Cost	Review September 2021
<p><b>Diagnostic Assessment:</b></p> <p>Identifying ideas and concepts which might need revisiting or re-teaching by the class teacher in maths.</p> <p>Highlighting pupils whose misunderstandings or misconceptions require targeted individual support through intervention or tutoring.</p> <p>www.hegartymaths.com is an online website that we use for weekly maths homework for all students.</p> <p>The aim of this programme is to provide a top quality, home learning platform.</p>	<p><b>Use assessment to build on pupils’ existing knowledge and understanding.</b></p> <p>hegartymaths assessment will be used not only to track pupils’ learning but also to provide teachers with information about what pupils do and do not know. This should inform the planning of future lessons and the focus of targeted support.</p> <p>Effective Feedback should be specific and clear, encourage and support further effort, and be given sparingly.</p> <p>Teachers not only have to address misconceptions but also understand why pupils may persist with errors. Knowledge of common misconceptions can be invaluable in planning lessons to address errors before they arise.</p> <p>These are all addressed within the hegartymaths online platform and diagnostically assessed homework will be used to inform lesson planning identifying gaps in knowledge and skills in Key Stages 3 and 4.</p>	<p>The majority of PP students to achieve their FFT20 targets</p> <p>Reduce gaps - for PP v non-PP.</p> <p>Narrow the gaps against the national average for Pupil Premium students.</p>	<p>RB</p>	<p>£1200</p>	<p>Data drop 1 and 2 assessment information will be compared to end of year 2020-21 data for Year 10 to assess the impact of the online hegartymaths platform.</p> <p>2021 Teacher Assessed grades indicate gaps for PP v non-PP as:</p> <p>4+English &amp; Maths – Gap of -8.8% (target reduction of -5% in 2022) 5+English &amp; Maths – Gap of +12.2% (target reduction 0% gap for non-PP in 2022)</p> <p><b>End of Y10 2021:</b> Maths ALL 2.16, PP 1.67 (Gap 0.39)</p> <p><b>Mock 1 (PPE) Y11</b> Maths ALL 2.31, PP 1.93 (Gap 0.38)</p> <p>Early indicative impact of the hegartymaths indicates a slight narrowing of the gaps PP v non-PP but an average grade rise of 0.15 compared to the previous academic year.</p>
<p>Visualisers to model and support learning</p> <p>To teach remotely, they are extremely useful (particularly to show books and documents which your remote pupils can’t access, and again to handwrite notes).</p>	<p>Visualisers are easy to use and versatile: They make modelling easy. It’s easier to talk through your writing, ‘metacognition’.</p> <p>Capture, save and later distribute material whole-class feedback (display 3/4 good examples of work).</p> <p>Enable teachers to show a page out of a book: a quick comment, no photocopying.</p>	<p>As above on PP V non-PP reducing gaps Narrow Class of 2022 gaps on national average for Attainment 8 &amp; Progress 8</p>	<p>RB</p>	<p>£594</p>	<p>Data drops Autumn term 2021 &amp; Spring term 2022 attainment and progress grades pre-purchase of visualisers to be compared to impact on data drop in summer term at the end of the academic year.</p> <p>Track impact of visualisers through planned Quality assurance lesson drop-ins, learning walks and departmental teaching and learning reviews.</p>



					Basics Standard % - 35/68=51.5% (National average 2019 – 55%) (% of pupils achieving a grade 4 or above in English and Mathematics)
<p><b>National Tutoring Catch Up Programme</b></p> <p>National tutoring scheme for SEND clearly disadvantaged pupils – selected 10 pupils hardest to reach. 15 hours per student</p>	Vulnerable pupils, specific SEND needs, pupils in SEND bubble to have specific gaps highlighted and plugged, bring more in line with peers	SEND students’ progress in line with individual targets. National tutoring scheme for SEND clearly disadvantaged pupils – selected 10 pupils hardest to reach. 15 hours per student	DOE	£4897.86	<p>Specialist SEN, bespoke, individual tutoring programme in place for 15 hours. The intervention took place in between data drop 2 and data drop 3. 7/11 made a third of a grade or more progress. 1/11 made a full grade of progress between assessments. 3/11 students’ grades were unchanged between assessment points. One student regressed by one third of a grade. 1 student made a jump of 1 and a third of a grade.</p> <p>On average grade increase was a grade 1 to a Grade 1+ during the Tutoring during 2020-21. To continue with National Tutoring programme in 2021-22 – assess impact via data drop 1 and 2 (Feb 2022)</p>

## Appendices:

### Covid-19 Catch Up Funding Costs – 2021-22 Carry Forward budget

#### Breakdown of costs on existing Plan Review: Allocated Budget: £63,040

MS Finance E Mail: Please see attached breakdown of actual expenditure from the Finance software. I have highlighted different categories of spend & totalled up at the bottom.

The actual amount of money we had last year was £63,040. We spent £44,378.11 & Carried Forward £18,661.89 into this year. From this year so far we have spent **£4,897.86** leaving £13,764.03 to spend.

If we carry on using Mary-Jane in the same way for the rest of this academic year that will be another **£5,200** for Jan-Aug. This leaves **£8,564.03** left to allocate this year.

#### Pre-allocated budget spending on 2021-22 Plan text in green- £4,897.86 (National Tutoring catch-up) and TA (Mary Jane - 1:1 Small Group Tutoring) £5,200

#### Starting Budget for 2021-22 Carry Forward: **£8,564.03 (additional budget spend in red text)**

Page	Category	Cost
<b>3</b>	<b>Teaching and Whole School Strategies - Items</b>	
3	hegarty maths online resource	<b>£1,200</b>
3	Purchase of visualisers 6 x £99	<b>£594</b>
<b>4 &amp; 5</b>	<b>Targeted Support - Items</b>	
4	1:1 Small Group Tutoring TA Mary Jane staff costs – Jan22-Aug22	<b>£5,200</b>
4	Departmental revision guides & teaching resources	<b>£6,681.21</b>
5	National Tutoring catch-up programme	<b>£4,897.86</b>
<b>Carry Forward Spend £8,564.03</b>	Hegarty maths Visualisers 6 at £99 each Departmental revision guides & resources	<b>£1,200</b> <b>£594</b> <b>£6,681.21</b>
<b>Carry Forward additional spending</b>	<b>Carry Forward Spend</b> <b>Total additional spending</b>	£8,475.21
<b>Budget Left</b>		<b>£88.82</b>

**Notes: Visualisers** – Only 6 can be purchased -£682.82 in budget to balance the spend. 6 x £99 = £594. Leaving a balance of £88.82.

**Targeted Support Breakdown – Departmental Funding requests – Y11 Pupils on-roll 144:**

<b>Subject</b>	<b>Item request</b>	<b>Cost</b>
Science	Y11 Revision guides: Combined Science - £5.60 each X 144 = £806.40 Separate Science - £11.50 each x 144 = £1,656	<b>£2,462.40</b>
RE	Y11 Revision guides - £5.95 each x 144 = £856.80	<b>£856.80</b>
<b>Maths</b>	Matchbox –T. Resource - £72 Pinpoint - £400 A level Maths - £131.38	<b>£603.38</b>
<b>History</b>	Y11 Revision guides - £861.60	<b>£861.60</b>
<b>MFL</b>	Y11 Revision guides - £921.60	<b>£921.60</b>
<b>Literacy</b>	Handwriting resources - £777.43	<b>£777.43</b>
<b>PE</b>	Digital cameras	<b>£198</b>
	<b>Departmental requests</b>	<b>£6,681.21</b>

**Covid catch –up Funding requests – 144 in Y11 on roll – C/F - £8,564.03**

**Science –**

Year 11 were given revision guides at the start of this year, I would suggest the same for year 10 going forwards. This is so they can independently work on their own gaps.

Combined science £5.60 per student - £806.40

Separate science £11.50 per student - £1,656

**Ethics**

In Ethics, it would be really beneficial if we could provide all our Year 10 students with the revision book for the GCSE course. We already have enough for about a third of the year group, but if we could buy another 16 it would mean that they had an additional resource to support them in revision and filling in any gaps they may have as a result of lost learning time. The book in question is:

CGP GCSE Religious Studies for the Grade 9-1 Course

ISBN: 978 1 78294 644 1

I think they are normally £5.95 if bought individually, but they normally do a much better deal when you order as a school and order a larger number. **£856.80**

**Visualisers**

[https://www.amazon.co.uk/IPEVO-Definition-Visualiser-Documents-Camera/dp/B079DLTG9F/ref=sr\\_1\\_3?crd=2435QULW8XQB5&keywords=ipevo+visualiser&qid=1643707807&s=computers&sprefix=ipevo%2Ccomputers%2C46&sr=1-3](https://www.amazon.co.uk/IPEVO-Definition-Visualiser-Documents-Camera/dp/B079DLTG9F/ref=sr_1_3?crd=2435QULW8XQB5&keywords=ipevo+visualiser&qid=1643707807&s=computers&sprefix=ipevo%2Ccomputers%2C46&sr=1-3)

£99 x 6 = **£594**

Replies for visualisers are as follows: - 26

Technolgy 3 MFL 2 Ethics 2 Drama 2 Science 7 Business 7 H&SC 1 History 2

PE would benefit from 2 digital cameras to be able to record performances for moderation and to use for celebration of events and achievements (around £99 for decent sony cyber shot which does movies too). - **£198**

**Maths** – Matchbox -£72 & Pinpoint £400

**A Level Maths** - £131.38 hegarty maths - £1,200

**MFL** - £921.60

**History** - £861.60

**Literacy handwriting** - £777.43

Total amount – departmental requests – £6,681.21

Visualisers – 6 X £99 - £594

**£8,564.03** left to allocate this year

**Combined total** - £8,475.21 **Budget Left** - £88.82.