

COVID-19 Catch-up Funding - Spending Plan 2020/21

School: The Sittingbourne School

Summary Information					
No. students on roll:	1527	Amount of funding per student: £79.50			
Catch-Up Funding Budget:	£99,560	Trust top-up funding:	£21,838	Total catch-up funding:	£121,398

## Strategy Statement

**The Sittingbourne School Catch-up priorities: How is it intended that the grant will be spent?**

**We will follow the EEF guidance of a 3-tiered approach:**

### **1. Teaching**

- Quality first teaching for all, underpinned by the 8 key principles
- A broad and balanced curriculum under ongoing restrictions
- Digital learning: provision of devices and internet for students learning from home to ensure full curriculum access
- Effective implementation of the remote curriculum - resources
- Effective diagnostic assessment
- Professional development of staff
- Literacy

### **2. Targeted academic support**

- High quality small group tuition and intervention
- Strategic deployment of TA and support staff
- Academic tuition
- Small group literacy support
- Provision for SEND and DA students
- Subject specific resources

### **3. Wider strategies**

- Wellbeing and mental health support
- Attendance
- High quality Character Education
- Effective communication with parents
- Providing core equipment for home learning (non digital)
- Effective tracking of engagement
- Supporting safeguarding

**Overall aims of the use of catch up funding:** to address the **barriers to learning (B)** identified as a result of school closures from March 2020 onwards:

- B1. Literacy skills - reading ages/development
- B2. Literacy skills - SPaG, vocabulary
- B3. Curriculum gaps (subject audit)
- B4. Knowledge gaps arising from March 2020 - July 2020 closure and further closures
- B5. Access to digital learning - devices, internet, (in the event of future closures)
- B6. Digital literacy - students and parents
- B7. T&L strategies in the Covid classroom (modelling; marking)
- B8. Delivering a full curriculum in Covid - timetable and staffing
- B9. Logistics of 'bubble' classrooms, canteen, social distancing, hygiene
- B10. Wellbeing - adjusting to Covid routines and interactions
- B11. Wellbeing - anxiety and poor mental health due to Covid
- B12. Wellbeing - dealing with bereavement
- B13. Progression and careers education - limited guidance available, impact of CAGs
- B14. Drop in parental engagement, disruption to routine of parents' evenings
- B15. Drop in attendance
- B16. Provision for new year 7 intake without SAT scores
- B17. Low student engagement
- B18. Safeguarding concerns
- B19. Access to resources

And

- To ensure that teachers and support staff have the tools and knowledge to effectively support all students in recovering lost learning.
- To ensure that where gaps in learning are identified, students will have access to additional teaching.
- To ensure that all students are able to fully access the curriculum regardless of future school closures

**How the impact of this expenditure on the educational attainment of those pupils at the school will be assessed:**

Use the existing progress and engagement tracking tools to monitor progress, compare engagement and attainment and identify students requiring further support or intervention in a timely manner.

Improved attendance to school/lessons/interventions

EHCP tracking

Intervention tracking

Parent and student surveys

Action Plan				
Teaching and Whole School Strategies				
Year Group	Barrier	Action	Intended Impact	Cost
7,8,9,10,11,12,13	B3, B4	Provide the time, resources and staff training in Quality First Teaching to ensure all lessons are of the best quality.	High quality teaching is the primary driver to closing the gaps in learning	ongoing
8,9,10	B1	Purchase NGRT reading tests to get a benchmark of reading ages at start and end of year	This will provide an opportunity to identify the reading age and ability of these year groups and allow appropriate setting	£8000
7	B16	Purchase full suite of NGRT tests to establish baseline data for English, Maths, Spelling and personal attitudes	Identify the ability of all students to ensure students are placed in the correct groups	£0 (prior spending)

			and that support can be provided as appropriate.	
<b>10, 11, Resit</b>	B1, B2, B3, B4	Organise examiner training for all English and Maths teachers delivering to GCSE classes.	Students affected by first lockdown will be supported to improve grades.	£1000
<b>7, 8, 9, 10, 11</b>	B1, B2, B3, B4	Purchase Bedrock Learning to support all students with their literacy levels.	Improve the literacy levels and vocabulary of our students. This will be shown by an increase in NGRT scores between October 20 and January 21.	£6000

<b>7,8,9,10,11</b>	B5	Purchase Chromebooks, dongles and/or routers so that all students can access the curriculum regardless of closure or isolation	Engagement in learning can be tracked through Google classroom regardless of whether students are physically in school.	£25000
<b>7,8,9,10,11</b>	B6	Provide high-quality support resources for parents and students to support digital literacy	Engagement in learning will be high. Students will be confident in their use of technology. Parents will feel empowered to support their child's learning	£0
<b>7,8,9,10,11</b>	B7	Purchase additional resources to support teaching in a socially distanced classroom - in particular visualisers - which can then also be used for pre-recording and live teaching	Enable all staff to model and check understanding without walking around the classroom	£5,000
<b>7,8,9,10,11, 12,13</b>	B8	Re-write the curriculum to a 3 period day which covers NC and all KS4/5 subject options and ensures Covid safety. Employ additional staff in core.	All students will continue to receive a broad and balanced curriculum in a Covid-safe environment	£0

<b>11</b>	B4	Transition assessments for all students in all subjects. Assessments will concentrate on knowledge and skills that should have been grasped between March and July 2020. To be repeated when school resumes in 2021.	Identify gaps in knowledge that have developed during lockdown. Use this information to inform intervention both in and out of the classroom	£1000
<b>10</b>	B4	Purchase revision guides for all students in core and EBacc	Year 10 have been particularly badly hit at a key point in their KS4	£10000
<b>10,11</b>	B3, B4	Purchase the new SENECA PREMIUM platform	The resources available within SENECA will allow for strong independent learning at home and thus improve student progress when it comes to key assessment points. Students have access to smart assignments, bespoke revision materials Analysis of students' work then builds over time and interleaved practice and revision is created.	£3000
<b>Staff</b>	B5	Purchase additional/replacement devices to support staff who have an increased need to work from home	Staff will be able to use the most up to date Chrome extensions and apps in delivering in school and remote teaching	10 x £300 £3000

<b>Targeted Support</b>				
<b>Year Group</b>	<b>Barrier</b>	<b>Action</b>	<b>Intended Impact</b>	<b>Cost</b>
<b>11</b>	B19	Provide Year 11 with English Language Textbooks	Enable them to work independently with textbooks which will need replacing for the current Year 10.	150 x £18.50 £2775

<b>7, 8, 9, 10, 11</b>	B1, B2, B3, B4,	High quality small group tuition and intervention delivered by teachers.	To close the gaps in curriculum subjects knowledge caused as a result of Covid.	£10000
<b>7, 8, 9, 10, 11</b>	B19	Google licenses for breakout rooms.	Provide SEND students with TA support.	£2000
<b>7, 8, 9, 10, 11</b>	B1, B2, B3, B4,	Employ a literacy intervention TA.	To close the gaps in literacy and knowledge caused as a result of Covid.	£15,000
<b>7,8,9</b>	B3	Purchase subject-specific resources(via bidding process)	Departments can address specific catch-up needs	£5,000

<b>Wider Strategies</b>				
<b>Year Group</b>	<b>Barrier</b>	<b>Action</b>	<b>Intended Impact</b>	<b>Cost</b>
<b>7,8,9,10,11</b>	B17	Employment of 5 engagement mentors to support monitoring of engagement. All staff will follow engagement protocols to inform parents of a lack of engagement, working with the mentors to reach students who are not engaging.	Improved communication with school and home. Improved engagement of targeted students.	5 x £1500 £7,500
<b>7,8,9,10,11</b>	B17	Weekly engagement report sent to parents.	Inform parents/ carers of the general level of engagement concerns to address with their children.	£0 (through existing staffing)
<b>7, 8, 9, 10, 11, 12,13, 14</b>	B18	Having a plan in place for all vulnerable students (government and school identified) will be offered a school place to attend school in the event of future lockdown	Reduce risk to students with challenging circumstances as a result of first lockdown	£0 (through existing staffing)

<b>7, 8, 9, 10, 11, 12,13, 14</b>	B18	Minimum of weekly contact to all students identified as vulnerable (government and school identified). Where concerns are identified or no contact is made a home visit will be made.	Reduce risk to known students with challenging circumstances.	£500
<b>7,8,9,10,11,12, 13,14</b>	B18	Home visits training has been delivered to increase the numbers of staff to check on student welfare.	Minimise risk to students who are not attending school regularly.	£500
<b>7, 8, 9, 10, 11, 12,13, 14</b>	B10	New Covid routines have been shown via videos to all students regularly each term. Pastoral and leadership team have been on duty in key positions around the school to guide, advise and encourage students to keep to the school Covid regulations.	Students are reassured and confident to come and remain in school to engage in learning. Minimise risk of infection and contact at all times whilst on the school site. Encourage healthy routines in and out of school to stay safe.	£0 (built into staffing roles)
<b>7, 8, 9, 10, 11, 12,13, 14</b>	B11, B12	Pay for 240 hours of counselling time.	Having additional counsellors for the provision will allow for more children to have access to specialist advice and guidance over their worries centred around post lock down routines and anxieties. This will have an overall impact on well-being which will lead to a more positive outlook in lessons and around school. Specialised counselling will also provide support for students dealing with bereavement.	£8,000

<b>7, 8, 9, 10, 11, 12,13, 14</b>	B13	<p>Delivery of regular guidance through Google Classrooms, which have been set up in year groups.</p> <p>Regular IAG given to all year groups through weekly key messages.</p> <p>Key information such as Apprenticeships, Higher Education, Virtual Work Experience and other opportunities are delivered via Google Classroom and links sent home to parents, so that they can also engage students at home.</p>	To ensure all students receive information, advice and guidance remotely via a range of opportunities, to ensure they can make informed choices for KS4 options, progression into sixth form, employment, apprenticeship and Higher Education.	£0 (provided by post-16 provision)
<b>7, 8, 9, 10, 11, 12,13, 14</b>	B14	A new system in place for parents evenings in 2021 to ensure regular dialogue between home and school regarding academic performance in all year groups	To maintain communication between the school and the parents regarding academic performance	£1,600
<b>7, 8, 9, 10, 11, 12,13, 14</b>	B1-4	Purchase E Licenses for the library.	Improve literacy and access to literature for all students.	£1000
<b>7, 8, 9, 10, 11</b>	B1-4	Purchase of reading books which were sent out to students and not returned/returned in poor condition.	Improve literacy and access to literature for all students.	£500
<b>7, 8, 9, 10, 11, 12,13, 14</b>	B15	Employment of SEAS to help support impact of COVID 19 on attendance	Maintain attendance in line with 2018-19 figures	£0 (annual budget)

<b>7, 8, 9, 10, 11</b>	B1-4	Remove teaching time from the SENDCO to coordinate intervention programme for SEND students. Employment of a further assistant SENDCO.	Free up SENDCO to effectively manage the support and interventions for SEND students	£5000 (alternative budget)
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