

Springwell Alternative Academy Grantham Covid Catch-Up Strategy Statement



Publish date	Jan 2021
Review date	July 2021
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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 Grantham – Covid Catch Up Funding Allocation

Total spend = £15,120

1 Teaching

Read Write Inc home reading books to develop improvement in reading and engender a love of reading

Additional Accelerated Reader licenses

Numicon additional apparatus for each primary classroom

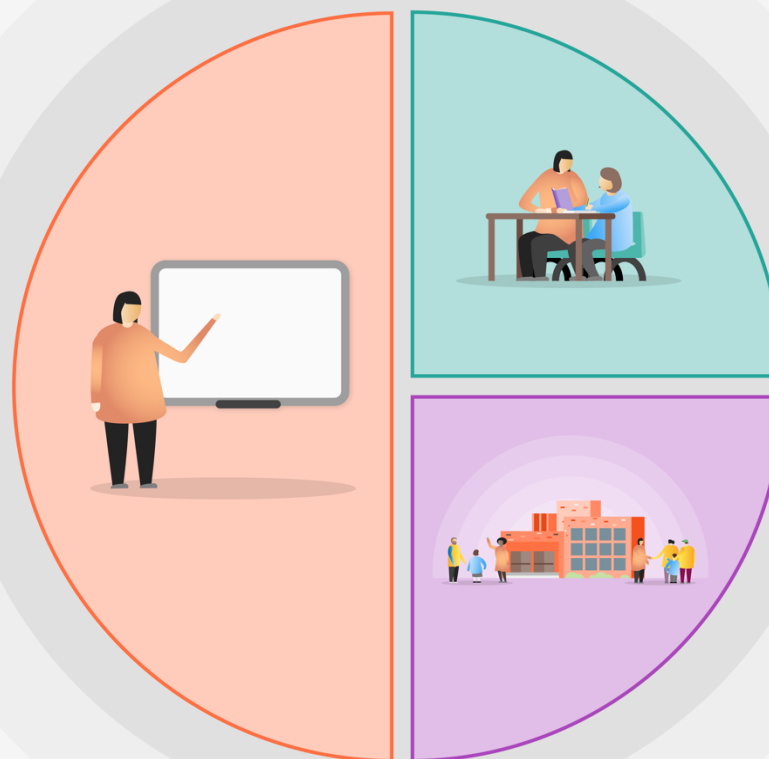
Salford Reading resources to provide an alternative reading age assessment with which to baseline and assess pupils.

All staff involved in practitioner enquiry into teaching reading

Oracy 21 training to develop the speaking, listening, vocabulary, and oracy skills of all pupils. This will also help to develop student self-confidence and support reading.

Reading books for KS3 and KS4 to create extensive collections of books that cover a broad range of subjects and topics to develop a love of reading.

5 x classroom visualizers. Research suggests that live marking makes it easier for pupils to improve in their learning and encourages diagnostic feedback.



2 Targeted academic support

Reciprocal reading program -embedding a system of taught reading skills that research suggests improves comprehension skills rapidly. Delivered by SENDCo. No initial cost.

4 x laptops to provide catch up intervention support from SEMH practitioners

3 Wider strategies

Emotional Literacy Support Assistant training for two members of staff (one primary, one secondary)

Supporting parents/carers with strategies to support their children with SEMH needs and learning

Mightier heart rate monitors and iPads – A Harvard University research led intervention to teach regulation strategies

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>Boxall: £150</p> <p>WRAT5: £450</p> <p>Salford Reading test £100</p>	<p>2 and 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 <p>Number and percentage of children who have made progress in English and Maths</p>
<p>All students to have individual targets set for SEMH and/or academic progress, depending on their pathway,</p>	<p>Staff time and support of SEMH practitioners.</p>	<p>2 and 3</p> <p>Ensures classroom planning considers students'</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

which staff consider when planning.		individual circumstances and targets		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	1, 2 and 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 / AR reading ages • Teacher assessed literacy and language levels
5 x classroom visualizers. Research suggests that live marking makes it easier for pupils to improve in their	£400	2	All students receive personalised classroom teaching that considers their individual targets and next steps	

learning and encourages diagnostic feedback				
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 one or small group intervention	Redirection of existing staff NELI Early Language Intervention – Free	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 progress in reading and phonics • Pupil voice exercises.
All children have access to reading materials at the right level of challenge Reading books for KS3 and KS4 to create extensive collections of books that cover a broad range of subjects and topics to develop a love of reading	£500 accelerated reader. £1000 reading books	2	All students have a reading book at the correct level of challenge that they are able to engage with	<ul style="list-style-type: none"> • Progress in AR reading ages
All primary teachers are able to deliver the programme fully	£1000 resources	2	All students receive high quality teaching and make progress in English literacy and language	<ul style="list-style-type: none"> • RWI levels / AR reading ages • Teacher assessed literacy and language levels

and completely with the proper resources				
<p>All staff are able to develop pupils' language skills in the classroom</p> <p>Oracy 21 training to develop the speaking, listening, vocabulary, and oracy skills of all pupils. This will also help to develop student self-confidence and support reading.</p>	Staff time	2 and 3	All students receive high quality teaching with a focus on oracy and language development, and make progress in these areas	<ul style="list-style-type: none"> • Progress in NELI • English outcomes
Reciprocal reading program - embedding a system of taught reading skills that research suggests improves comprehension skills rapidly. Delivered by SENDCo.	Redirected Staff time	2 and 3	All students receive high quality teaching and make progress in English literacy and language	<p>RWI levels / AR reading ages</p> <p>Teacher assessed literacy and language levels</p>
Secondary - additional 1:1 sessions (twilight sessions or remote sessions depending on transport restrictions) to	Delivered by existing staff	1 and 2		Number and percentage of children who have made progress in English and Maths

address gaps identified in BKS diagnostic				
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	Mightier: £400	3	All students will make progress in SEMH in the time they are with us	<ul style="list-style-type: none"> • Number and percentage of children who have made progress in Boxall scores
All students who have poor attendance are supported to increase their attendance	Redirected staff time Contribution towards new classroom mini bus to support pupils to re-engage £5,000	1	All students will improve attendance Reduction in persistent absenteeism	<ul style="list-style-type: none"> • Overall attendance rates • Reduction in number of students who are persistently absent
All students who are not making progress in SEMH measures receive appropriate SEMH intervention, from a trained ELSA practitioner, one to one or in small groups	£1000	3 primarily, although 1 and 2 will also be impacted by positive work in this area	All students will make progress in SEMH in the time they are with us	<ul style="list-style-type: none"> • Number and percentage of children who have made progress in Boxall scores

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.	No additional cost – school behaviour leads working flexible hours		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	Improved Boxall scores for children of parents/carers who take part
4 x laptops so that staff can provide catch up intervention support from SEMH practitioners	£4000	3 primarily, although 1 and 2 will also be impacted by positive work in this area	All students will make progress in SEMH in the time they are with us	<ul style="list-style-type: none"> • Number of pupils engaged in e-learning