

# Springwell Alternative Academy Spalding Covid Catch-Up Strategy Statement



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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 Spalding – Covid Catch Up Funding Allocation

Total spend = £15,120

### 1 Teaching

Read Write Inc training for all staff who have not already done this  
Read Write Inc workbooks and resources

Speech, Language and Communication Progression tool from the Communication Trust BPVS assessment tool and other assessments

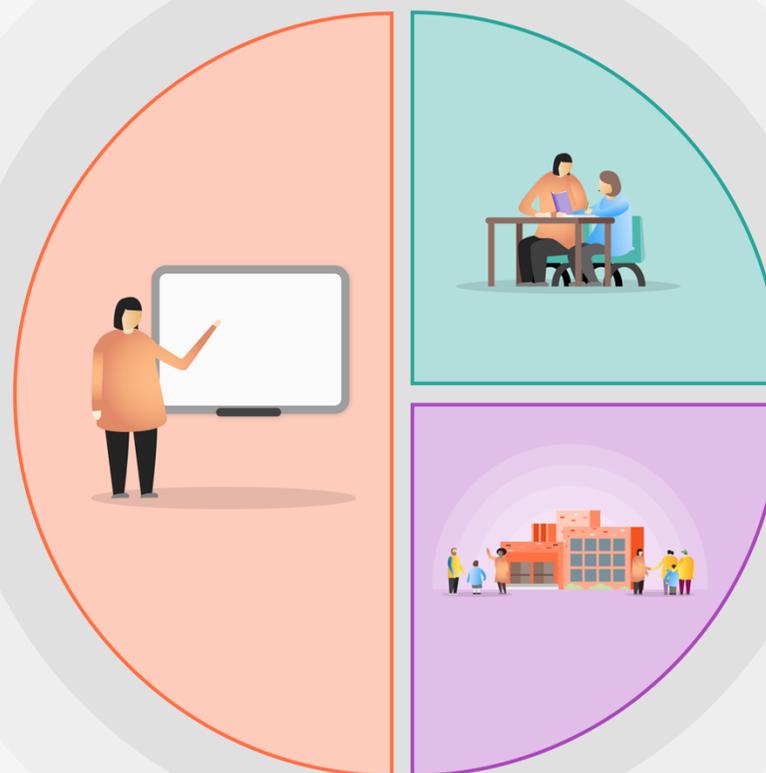
Training for staff in quality first teaching for children with SLCN to develop oracy and vocabulary in the classroom

CPD for all staff in how children learn to read, and research based strategies for developing this

All staff involved in practitioner enquiry into teaching reading [no additional cost]  
Accelerated reader so that all children have reading books at correct level

#### Supporting Remote Learning

-Provide resources including books and IT where needed to support home learning that reflects the content covered in school  
-Increased capacity to provide daily check ins with a key adult to support wellbeing and academic progress.  
-When children are in school, to consider teaching methods that reflect what is being sent home. e.g. how to use video clips to learn from, how to research independently etc. In order to prepare students.



### 2 Targeted academic support

**National Tutoring Programme** tutor for targeted students

**TAs and targeted support** Diagnostic tests and teacher assessment used to target evidence based interventions. Priority given to reading / phonics work and functional Eng/Math skills

#### Planning for Children with SEND

-all students attending the school have SEMH needs  
-SENDCo to work closely with teachers / TAs to ensure children's outcomes remain appropriate  
-SENDCo to work closely with teachers to identify any developing / changing needs.

### 3 Wider strategies

A counsellor to work with students, staff and families, in school one day a week, and supporting virtually where relevant

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

## Planning for, and measuring, the impact

<b>TIER 1: TEACHING</b>				
<b>Action</b>	<b>Cost</b>	<b>Barriers addressed</b>	<b>Intended impact</b>	<b>Impact data (qual and quant)</b>
<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>BPVS: £230</p> <p>Boxall: £150</p> <p>SLC tool: £200</p> <p>WRAT5: £450</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>	<ul style="list-style-type: none"> <li>• Number and percentage of children who have made progress in SEMH measures</li> <li>• Number and percentage of children who have made progress in reading and other academic data</li> </ul> <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, which staff consider when planning.</p>	<p>Staff time</p>	<p>2 and 3</p> <p>Ensures classroom planning considers students' individual circumstances and targets</p>	<p>All students receive personalised classroom teaching that considers their individual targets and next steps</p>	<ul style="list-style-type: none"> <li>• Number and percentage of children who have made progress in SEMH measures</li> <li>• Number and percentage of children who have made progress in reading and other academic data</li> </ul>

All unqualified classroom teachers are enrolled on some form of ITT or teacher training	Funded through the apprenticeship levy so free at point of use	1, 2 and 3  High quality classroom teaching will address all three barriers		<ul style="list-style-type: none"> <li>• Improvements to attendance of children in classes taught by unqualified staff</li> <li>• Number and percentage of children who have made progress in SEMH measures in classes taught by unqualified staff</li> <li>• Number and percentage of children who have made progress in reading and other academic data in classes taught by unqualified staff</li> </ul>
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"> <li>• RWI levels / AR reading ages</li> <li>• Teacher assessed literacy and language levels</li> </ul>
All primary teachers have had RWI training and are able to deliver the programme fully and completely, with the proper resources	£1000 training  £1000 resources	2  High quality classroom literacy teaching	All students receive high quality teaching and make progress in English literacy and language	<ul style="list-style-type: none"> <li>• RWI levels / AR reading ages</li> <li>• Teacher assessed literacy and language levels</li> </ul>
All staff are able to develop pupils' language skills in the classroom	Staff time	2 and 3	All students receive high quality teaching with a focus on oracy	<ul style="list-style-type: none"> <li>• Progress in NELI, BPVS and SCLN tool</li> </ul>

			and language development, and make progress in these areas	
All children have access to reading materials at the right level of challenge	£500 accelerated reader	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"> <li>• Progress in AR reading ages</li> </ul>
Targeted GCSE children have access to additional tutoring from the National Tutoring Programme	£975	2	Identified students make increased progress in English and Mathematics	<ul style="list-style-type: none"> <li>• Pass rates in GCSE Maths and English increase from pre-tutoring predicted levels</li> </ul>

**TIER 2: TARGETED ACADEMIC SUPPORT**

<b>Action</b>	<b>Cost</b>	<b>Barriers addressed</b>	<b>Intended impact</b>	<b>Impact data (qual and quant)</b>
All students who are not making progress in reading receive appropriate one to one or small group intervention	Redirection of existing staff	2	All students will make progress in reading in the time that they are with us	<ul style="list-style-type: none"> <li>• Number and percentage of children who have made progress in reading and phonics</li> </ul>
Secondary - additional 1:1 sessions (twilight sessions or remote sessions depending on transport restrictions) to address gaps identified in BKSB diagnostic	Delivered by existing staff	2	All students will make progress in English and Maths in the time that they are with us	<ul style="list-style-type: none"> <li>• Number and percentage of children who have made progress in English and Maths</li> </ul>

**TIER 3: WIDER STRATEGIES**

<b>Action</b>	<b>Cost</b>	<b>Barriers addressed</b>	<b>Intended impact</b>	<b>Impact data (qual and quant)</b>
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All students with extreme anxiety or SEMH issues are able to access a qualified counsellor in school	£6000	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"> <li>• Number and percentage of children who have made progress in SEMH measures</li> </ul>
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	£1500	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"> <li>• Number and percentage of children who have made progress in SEMH measures</li> </ul>
All students who have poor attendance are supported to increase their attendance	<p>Redirection of existing staff</p> <p>Contribution towards new classroom mini bus to support pupils to re-engage £5,000</p>	1	Reduction in persistent absenteeism	<ul style="list-style-type: none"> <li>• Overall attendance rates</li> <li>• Reduction in number of students who are persistently absent</li> </ul>
Evening virtual parent support sessions (1:1 or group) to provide parents with strategies for supporting their children at home and give them an opportunity to chat and ask questions and be part of a parent network.	No additional cost – school behaviour leads working flexible hours	3	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	<ul style="list-style-type: none"> <li>• Improved Boxall scores for children of parents/carers who take part</li> </ul>