

Covid-19 Catch-up funding strategy

1. Summary information	
School	Longfield Academy
Academic Year	2020/21
Total number of pupils in school	879
Catch-up funding allocated	£71680 + £5000 (Co. Durham Community Foundation) = £76680

This is the Term 2 review and update of the Covid-19 Catch-up funding statement.

In light of the ongoing Covid-19 situation this document is reviewed and updated on a termly basis. The funding referred to throughout the document is based on the DfE allocation which was awarded to Longfield as a result of the partial closure of schools during the 2021-21 academic year; no funding has yet been allocated for the current partial closure.

2. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	To minimise the impact of school closure on academic progress. Measure – Internal assessment data for pupils in Years 7-10, Progress 8 for Year 11 external exam results measured against national figures.	Pupil progress can be demonstrated in internal tracking data Progress 8 is in the range of the school target of 0.0-0.2
B.	To support pupils on their transition back into school and with any trauma experienced during the two periods of lockdown – Spring & Summer 2020 & Spring 2021 Measure – Feedback from pupils and families who have accessed support.	Identified pupils which are able to access tier 2 support (internal) and tier 3 support (external from trained professionals) as needed.
C.	To support pupils to access the blended education offer during periods of self-isolation and during the 2021 Spring term lockdown period ensuring that they are able to access their full curriculum and are not disadvantaged. NB from 05.02.21 all pupils except those whose parents/ carers are critical workers or who are in vulnerable groups are being educated remotely Measure – Feedback from pupils and families who have accessed blended education support. Internal assessment data	Identified pupils who require access to remote learning devices or in school provision Pupil progress evidenced through internal assessment data

3. Planned expenditure

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Departmental resources purchased to allow full delivery of the curriculum in all accommodation (e.g. purchase of specialist equipment to allow the delivery of practical work in non-specialist rooms and specialist equipment to aid remote education from home)	To minimise the impact of current 'bubble' restrictions on academic progress.	Education Endowment Foundation: Learning styles (+2 months progress)	HODs to track activities via lesson verification and monitor progress rates	Heads of Department, verification by SLT	July 2021 Term 1 impact – Curriculum delivered per departmental LTP and MTP's. Due to bubble restrictions access to specialist rooms was restricted. D&T, Art and Music classes were able to access specialist rooms, only KS4 classes accessed Science specialist rooms
Implementation of a whole school recovery curriculum for all departments including We are Longfield PSHCE curriculum	Medium term plans and learning journeys adjusted to ensure knowledge that is not yet secure is addressed as part of the curriculum offer. We are Longfield curriculum to address emotional health and wellbeing	Education Endowment Foundation: Feedback (+8 months progress)	Departmental tracking and assessment data to monitor progress		Term 1 impact – Recovery curriculum activities delivered and MTP's updated by October half term 2020
Blended Education package allowing full delivery if the curriculum via Teams Rewards package for remote education	To minimise the impact of Spring lockdown on academic progress		HODs and verification links to track Teams delivery and engagement – RAG tracker	R Eldrington	Term 2 intended impact – Increased pupil engagement in Blended education and pupils making progress. Rewards initiatives implemented

Cost £7000

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Bespoke tutoring package for KS3 & KS4 identified pupils - National Tutoring Programme</p> <p>NB since the partial closure of schools from 05.01.21 the tutoring package has been put on hold as it is not possible to have face to face tutoring during the current climate and the school did not wish to pursue the online tutoring service</p>	To minimise the impact of school closure on academic progress	Education Endowment Foundation: Small group tuition (+4 months progress); Individualised instruction (+3 months progress)	Assistant Headteacher - Challenge, Support & Progress, to monitor progress against academic tracking system	S Rawle R Eldrington	<p>July 2021</p> <p>Term 2 intended impact – Bespoke targeted academic support to help pupils overcome any barriers to learning and progress</p>
					<div>Cost</div> <div>£6500</div>

<p>Joint commissioning of Psychological Wellbeing Practitioner (PWP)</p> <p>Additional day school counsellor</p> <p>Targeted Emotional Health & Wellbeing support – Welfare Team</p> <p>Targeted Welfare support - Welfare Team</p> <p>NB since the partial closure of schools from 05.01.21 pupils from the DFE identified Vulnerable group have received weekly welfare calls and/or doorstep visits as a minimum. Pupils on the school identified welfare list have received fortnightly calls and/or doorstep visits. Weekly staff briefings are conducted by the welfare team to inform staff about pupil engagement and the support measures in place</p>	<p>To support pupils during the Spring partial school closure and on their transition back into school and with any trauma experienced during lockdown.</p> <p>Pupils to receive appropriate targeted interventions to support emotional and wellbeing needs</p> <p>Staff are better informed and have greater clarity about how to support pupils with emotional wellbeing needs</p> <p>Parents / carer support for pupils to access remote education and maintain progress</p>	<p>Education Endowment Foundation: Social and emotional learning (+4 months progress); Behaviour interventions (+3 months progress)</p>	<p>Assistant Headteacher - Welfare, Family & Readiness to Learn, to monitor against behaviour tracking system/ exclusions.</p> <p>Emotional Wellbeing Officer will monitor against individual case studies and pupil questionnaires.</p> <p>Welfare team to monitor welfare support interventions – call logs, follow ups and home visits implemented if there are concerns due to lack of engagement or contact</p>	<p>N Prince C Howlett</p>	<p>Ongoing as pupils' access and complete programmes with the service; final evaluation July 2021</p> <p>Term 1 impact – 65 pupils supported by Tier 2 (Behaviour & Welfare Officer, School counsellor, Listening Post) and Tier 3 (PWP)</p> <p>Intended impact of this Term 2 initiative is that pupils' access targeted interventions and emotional and wellbeing support if required. Parents / carers are fully informed about pupil engagement and progress and where applicable engagement increases. Support and signposting accessed if required.</p>
					<p>Cost £23180</p>

iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>IT infrastructure development –</p> <ol style="list-style-type: none"> 1) Upgrading of school's infrastructure (hardware and Wi-Fi points) to allow the delivery of remote education. 2) Purchase of specific software packages and licences to allow access to individualised intervention both in school and remotely. 3) Extension of pupil laptops to allow access to individualised intervention and remote education. 4) Purchase of headphones to allow pupils quiet space to access remote education 5) Loan service - keyboards and mice to allow Teams access on Playstation & XBOX 6) Upgrading of school website guidance to enable pupils to access to remote education and to do so effectively and that they are not disadvantaged compared to their peers <p>Ensure parent/ carer engagement in supporting pupil learning via welfare calls and regular engagement information during partial school closure from 05.01.21. Whole school newsletters that include both remote education and welfare information sent to parents and carers on a weekly basis. Regular updates of school website including</p>	<p>To minimise the impact of school closure on academic progress.</p> <p>To ensure that all pupils can access remote education</p> <p>Parent / carer support for pupils to maintain progress</p>	<p>Education Endowment Foundation: Digital technology (+4 months progress); Individualised instruction (+3 months progress)</p> <p>Education Endowment Foundation: Parental engagement (+3 months progress)</p>	<p>Head of School to liaise with Swift IT Network Manager on installation and implementation of both hardware and software.</p> <p>Assistant Head - Challenge, Support & Progress, to monitor engagement in remote education.</p> <p>Ongoing monitoring of information provided to parents and carers</p>	<p>N Lindsay R Eldrington A Hutton</p> <p>All SLT and Middle leaders</p>	<p>July 2021</p> <p>Intended impact of this Term 2 initiative is the effective delivery of Remote Education. Pupils, parents/ carers know how to and where to access support as required; an increase in pupils engagement figures; all IT requests are met enabling pupils to access work and barriers to learning are removed.</p>
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information	
Cost	£40,000.00