



Crestwood Community School

Coronavirus (COVID-19) catch-up premium 2020-21

This funding was made available to the school as Covid catch up funding following the interruptions to conventional schooling due to the COVID 19 pandemic . Crestwood school was awarded £57,300 to support learning for the year 2020/21.

We have identified key priorities to ensure the best possible progress for all our students :

- developing even further the quality of teaching in all classes as this is where students spend most of their time
- the use of technology both access to hardware and use of software to support learning in and outside the classroom.
- Subgroups of students who have been significantly affected by remote learning have been identified and programmes created to meet their needs

In some cases these priorities cross over with the support created to support disadvantaged students.

Spending

Total awarded for COVID CATCH UP £57,300.

Total commitment for projects to support students as a result of COVID 19 £120,459.64

Objective	Action	Staff lead	Funding	Review	Expected outcome	Review 2021
To further the development of high quality teaching reflecting the Crestwood learning cycle to ensure retention of knowledge and its application.	<p>Establish use of system to record expertise in the learning cycle in teaching and make it available to all staff for development</p> <p>Purchase RYBRO Induct staff</p> <p>Share at SLT</p>	NGE	£ 4,600	<p>January</p> <p>April</p> <p>July</p>	<p>Bank of expertise for each area established by end of year</p> <p>Quality of Teaching consistently good</p>	<p>All staff have been observed and rated against the skill areas. Teaching is consistently good Specific skill CPD has been established.</p>
Further in class support and small group targeted skill programmes to ensure progress for those students with	Additional teaching assistant staffing	SGS	£14,000	Annually as SEN staffing review	<p>Students attain targets identified on individual plans.</p> <p>SEN students' progress is in line or better than the national average for those with SEN.</p>	<p>Specific job roles and increase in grades to reflect responsibilities of CSAs for key areas of SEN: SEMH, SpLD and SLCN and subjects areas such as Maths and Science.</p>

special needs.						<p>Regular sharing of good practice through weekly meetings.</p> <p>Class support plans highlight students' core needs and best ways to support in class.</p> <p>Additional support in lessons where additional students require targeted support.</p> <p>Twice weekly targeted literacy and numeracy intervention in place of MFL.</p>
To reverse the deficit in reading identified in Year 7.	Accelerated Reader Introduce Accelerated Reader across years 7, 8 and 9. Buy electronic add on so it can be used in lockdown if necessary Include extra for those with very low RA.	JHY PHG	£6,915.20 Software and licence £3,944.44 SLS SLA Staff training time Librarian re established Books	Half termly	<p>Launch in autumn term Reading Age increases.</p> <p>Frequency of reading across the school increases</p>	<p>Years 7, 8 and 9 all inducted.</p> <p>Year 7 very high engagement rates.</p> <p>Awaiting reading tests on return to school to measure progress</p>

<p>To develop learning support for Year 11 students disaffected by remote learning.</p>	<p>ASDAN</p>	<p>RKY</p>	<p>£2000</p>	<p>At data collection points progress improves Attendance improves</p>	<p>Attendance in line with the rest of the year group. P8 increases significantly Students with links with Learning support are supported through mentorship to reduce reluctant attendance and increase participation</p>	<p>Course is extended to include a year 10 cohort and introduced into the options programme. Aspects of the methodology are introduced into KS3 to support the students wellbeing and experience of success in school</p>
<p>Obtain technology for students who do not have access.</p>	<p>Buy laptops, and other devices,</p>	<p>AWK</p>	<p>£25,000</p>	<p>Year 7 autumn term On demand Yearly</p>	<p>All students can access remote learning. All students disadvantaged can access learning during the year.</p>	<p>In addition to the laptops provided by the DfE, we have bought over 100 Chromebooks and 20 Raspberry Pi400's to enable students to access online lessons and remote working Apps and resources. To date we have given out over 245 devices. We also purchased MiFi dongles for staff to allow them to work remotely and pay monthly for their internet access and have supplied these to families who had no internet access at all. We applied for 20 WiFi dongles from the DfE and were allocated only 10, therefore we are investigating the</p>

						possibility of purchasing more ourselves. The delivery date is to be confirmed
Maintain use of online learning software to reinforce learning and ensure it is available and easily accessible in any distance learning scenario. Develop feedback and assessment capacity.	Tassomai Science and English Lit PiXL membership - Maths App	KNL JHY YST NGE	£9000 £3000	Via class teachers Weekly	Individualised practice undertaken. Target grades achieved.	Tassomai purchased for Years 10 and 11 for all ability ranges. Set targets for up to 5 daily goals a week which is checked by the class teacher and monitored by KNL. Cash prizes each month for most correct answers and class charts points each week for hugest users. Usage is high and impact is strong with both low and high attaining students. Provides a rich data stream for teachers to use for progress evaluation and for Teacher Assessed Grades KNL has supported English staff with the initial use of Tassomai in English so that expectations are the same across the subjects. Rewards on class charts and prizes are the same so that students develop their usage and engagement in English. Usage is growing

						<p>and this enables close analysis of Literature gaps for all students.</p> <p>PiXI Membership provides the school with access to several resources. PiXI Unlock language is used across the school to enhance language development.</p> <p>The PiXI Maths app is used in Y10 and Y11. All students have PLCs which are updated each time they use the app. Results from exam papers are added QLA completed to provide students with bespoke action plans and areas to focus on.</p> <p>Students have access to videos and narrated powerpoint presentations of key things they need to improve on.</p> <p>Staff use the information from the app to aid planning.</p> <p>Sharing good practice: Use Ryrbo to collate a bank of CPD video clips which are accessible for all teachers</p>
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						to watch. Keep up to date with current research on virtual learning - EEF resources, twitter. Share new formative assessment tools with staff during weekly CPD sessions. Support individual teachers to ensure they can use formative assessment tools effectively. Encourage staff to observe peers within department and across departments to develop confidence using formative assessment tools. SLT and ALs to carry out regular drop ins to lessons to monitor the effectiveness of formative assessment and feedback, record findings on Rybro. Feedback back in person if possible.
Establish and train a bank of ex students as remote student tutors.	Online tutoring from ex students	RKY	£2,000	Termly	Student voice suggests that this is a way forward for developing confidence and reducing anxiety over some of the core subjects in particular Maths this year	Success improves the scores students get in online assessments More student tutors are recruited and this allows other subjects to be involved
Develop "Smart	Appoint additional	SGS	£50,000	Termly	Student group attendance in line	Adverts have been

<p>Start" curriculum and specialist staffing to accelerate Year 7 students, whose learning has not developed due to Lockdown.</p>	<p>secondary trained English teacher with skills to support literacy learning in KS3</p> <p>Appoint additional primary specialist Mathematics teacher To lead numeracy and general learning within this group</p>				<p>with the year group.</p> <p>Progress through phonetic development at expected rate.</p> <p>Reading Age increases to agreed individualised targets by end of each term.</p> <p>Students at Age Related Expectations by the end of Year 7.</p>	<p>published</p> <p>Shortlist of English applicants and interviews established</p>
<p>Establish a cohort of students involved in the NTP</p>	<p>Link with Teaching Personnel to provide online tutoring for the more reluctant learners whose anxiety levels prevent progress</p>	<p>RKY</p>	<p>£2000</p>	<p>Termly</p>	<p>Establish 3 groups to look at the success of the pilot</p>	<p>Students identified based on information from key staff including Learning support and 'Emotional and Wellbeing co-ordinator'</p>