



COVID Catch-up Premium Report

COVID catch-up premium spending: summary

| | |
|--|---------|
| Total number of pupils: | 644 |
| Amount of catch-up premium received per pupil: | £80 |
| Total catch-up premium budget: | £51,120 |

STRATEGY STATEMENT

The DfE announced a new catch up funding programme to support curriculum recovery this academic year.

The EEF guidance suggests a 3-tiered* approach:

1. Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

2. Targeted academic support

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

3. Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times

Our priorities are to address both academic and behaviour gaps that have occurred, with a focus specific to the needs of individual year groups.

Barriers to learning

| BARRIERS TO FUTURE ATTAINMENT | |
|--------------------------------------|-----------------------------------|
| Academic barriers: | |
| A | Missed academic learning time |
| B | Access to learning equipment |
| C | Access to IT equipment |
| D | Low literacy levels |
| E | Student Self-Regulating behaviour |
| F | Student disaffection in learning |

| ADDITIONAL BARRIERS | |
|----------------------------|---|
| External barriers: | |
| A | Transport into the academy for student who live in outlying villages. |
| B | Good and reliable internet connection in student homes |
| C | Areas of rural deprivation |

Planned expenditure for current academic year

| Quality of teaching for all | | | | | |
|--|---|---|---|-------------------|----------------------------|
| Action | Intended outcome and success criteria | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Staff lead | When will you review this? |
| One to One/ small group work with staff and TAs (£5000) | Improvement in outcomes for specifically identified individuals. Small group work takes place during lesson time with teachers/ TAs. | Opportunity to work through a personalised support programme for individual students. | Clear identification of students. Quality assure this provision through faculties and SLT. | ETH | Half Termly |
| GCSE Interventions run by subject staff- to include after school and holidays (£2000) | Targeted intervention for address specific gaps in knowledge. This will include transportation using academy minibus if possible. | Gaps in knowledge identified through class assessments, will target specific areas, that can be reassessed to see impact of intervention. | Improved progress. Gaps in knowledge addressed. | Head of Faculties | Half Termly |

| | | | | | |
|---|--|--|---|----------------|----------------------|
| <p>Period 6 intervention for GCSE subjects (Year 10 and 11) and KS3 homework club (£6000)</p> | <p>To support students who need a place to work. Staffing after school interventions for GCSE subjects and KS3 homework clubs. This will include transportation using academy minibus if possible.</p> | <p>A number of our families do not have access to resources or have a place for students to work. This opportunity will provide these resources.</p> | <p>Review attendance of the students at these activities. Review student engagement in their lessons.</p> | <p>ETH/LBE</p> | <p>Half Termly</p> |
| <p>Transportation to clubs- academy minibus used to escort students (£2000)</p> | <p>To allow students to attend catch-up opportunities.</p> | <p>Difficulties for some students travelling to and from school as they live in outlying villages.</p> | <p>Review the usage of this facility.</p> | <p>ETH/SNA</p> | <p>Each Term</p> |
| <p>Improving the use of feedback and assessment to ensure students make good progress. (£500)</p> | <p>Feedback/ Assessment PD to ensure students get best practice with assessments and feedback and can make good progress following feedback.</p> | <p>Students have greater awareness of the progress and gaps in knowledge that they need to make up. Students can take more focussed responsibility for their learning.</p> | <p>Feedback from students.</p> | <p>HoFs</p> | <p>Every 4 Weeks</p> |

| | | | | | |
|--|---|---|--|----------------------|---|
| Purchase webcams (£1575) | To enable live lessons and remote intervention sessions for students who cannot attend the academy. | Students have engaged well with the live lessons and remote interventions. | Quality assure lessons and interventions by SLT and HoFs. Student feedback on lessons and interventions. | ETH/HoFs | As and when remote learning and interventions are used. |
| Total budgeted cost: | | | | | £17,075 |
| Targeted support | | | | | |
| Action | Intended outcome and success criteria | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Staff lead | When will you review this? |
| Revision guides for KS4 students (£1500) | To support improving outcomes for Year 11 students and Year 10 students All KS4 students have access to revision guides for core subjects to take home and work through as additional home learning. | To provide a resource that will support individual learning for our students. | Staff and student feedback on the directed usage of these resources. Students performance and outcomes improve. | ETH/Heads of Faculty | Half Termly |

| | | | | | |
|--|---|---|--|----------------|--------------------|
| <p>NGRT for Years 8-10. To complete one each term (£2000)</p> | <p>To understanding the reading levels of our students. Track reading ages, measure impact of any literacy programmes in place</p> | <p>Better understanding of this will mean more differentiated teaching opportunities.</p> | <p>Ensure that information from these assessments is shared and used with staff to ensure effective planning for progress.</p> | <p>ETH/MWO</p> | <p>Each Term</p> |
| <p>Reading books for students in years 7-9 (£3500)</p> | <p>Increased engagement with reading and literacy. Students have their own novel to read during tutor time. This will supplement whole school reading strategies and embed reading skills</p> | <p>Address our known literacy levels.</p> | <p>Quality assure the delivery of this provision. Feedback from students and staff.</p> | <p>ETH</p> | <p>Half Termly</p> |
| <p>MyTutor- English/ Maths/Science one to one mentoring for students on 4/5 and 3/4 border. (£7531.25)</p> | <p>To provide targeted intervention for key students in Year 11. Quality interventions with identified individuals to improve progress (to begin by covering topics studied during lockdown period)</p> | <p>Prior impact of MyTutor and the need to provide some personalized support for identified students in core areas.</p> | <p>Feedback from students and MyTutor. Positive impact on progress reports and checks.</p> | <p>ETH</p> | <p>Half Termly</p> |

| | | | | | |
|--|--|---|---|-------------------|-----------------------------------|
| Targeted Catch Up Interventions for Year 7 (£8000) | To support those students whose level would suggest that they are not yet secondary ready. | Gives students the required knowledge and skills to make further progress. | Clear identification of students matching the need with the intervention. | ETH/SCA/ERE | Half Termly |
| Total budgeted cost: | | | | | £22531.25 |
| Other approaches | | | | | |
| Action | Intended outcome and success criteria | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Staff lead | When will you review this? |
| Purchasing of Laptops/tablets. (£4000) | To enable small group work, online tutoring and homework clubs to go ahead. To support students who have access issues at home when needing to learn from home. | Some students struggle to have consistent access to these resources so cannot always fully engage in their out of class learning. | Provide help and support for families. Check the regularity of use and how they are being used. | ETH | As and when needed. |

| | | | | | |
|--|---|---|---|---------|-----------------------------------|
| Behaviour interventions in place for those students exhibiting higher level behaviour issues on return from lockdown. (£839.75) | Mentoring with pastoral team and outside agencies. Increased engagement with families and local community groups. This will include anger management programmes and mentoring. | An increase in the number of extreme behaviour issues exhibited by students in the academy post first lockdown. | Quality assure the provision and meetings. Identifying the students with most need through LABS meetings and pastoral meetings. | KOG/JMO | Half Termly |
| Improved communication with parents to ensure parents are well informed of student progress. (£1562) | Additional evenings put in place to communicate academy interventions and student progress. Additional resources needed for school comes messages and software to run virtual meetings. | Increased support from parents to help with students making progress. Better engagement at home with learning. | Parent feedback and attendance at events. | ETH | As per events that are organised. |
| Contingency costs for keeping the academy open (£5112) | Academy can continue to open. | In order to keep the academy functioning. | Work with SLT and estates team to ensure that this is being utilized effectively. | MWO | Half Termly |
| Total budgeted cost: | | | | | £11513.75 |