COVID catch-up premium report

COVID catch-up premium spending: summary

Total number of pupils:	1023
Amount of catch-up premium received per pupil:	£80.00
Total catch-up premium budget:	£81,800.00

STRATEGY STATEMENT

Catch-up priorities:

MCA aims to ensure that all students have full access to their learning and required resources in order to be able to have continuity in their education. Rapid intervention and support will be provided to those students identified as falling behind their peers as a result of the pandemic in order to close the gaps. Particular focused intervention will be provided for students who are SEND as progress information indicates they have been disproportionately impacted by the absence from academy based learning due to the pandemic.

Core approaches (and how these will contribute to helping students catch up on missed learning):

Staff training to ensure all staff can lead and manage remote learning session.

Staff training to share best practice and to develop subject specific interventions to ensure curriculum gaps are effectively closed.

Intervention through additional sessions, specialist tutors, web-based packages, online tutors to close specific gaps for targeted students.

Provision of IT resources to ensure students can access the full range of resources as well as their full curriculum when needing to work remotely and academy based equipment to ensure all staff can provide remote lessons.

Reading – a core strategy to re-engage students in reading and to improve the reading skills of those below expected reading age. The aim is to improve their reading age, develop their cultural awareness and range of vocabulary and foster an enjoyment for reading widely and often.

Revision Guides to ensure students in Years 11 have access to full syllabus content in addition to their work through lessons allowing them to see the bigger picture and focus on key areas.

Overall aims of our catch-up premium strategy:

- o To reduce the attainment gap between disadvantaged and SEND students and their peers.
- o To raise the attainment of all students to close the gap created by COVID-19 school closures.
- o To improve the reading and progress of KS3 students so that they can fully access their curriculum and make strong progress including closing the gaps accrued due to COVID-19.

Barriers to learning

> Students not at expected reading age

> Attendance due to COVID-19

> Lack of cultural awareness and subsequent impact on vocabulary range

> Lack of confidence due to prolonged absence from learning/deterioration in learning skills

> Gaps in prior learning due to altered curriculum content in primary schools

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Low levels of literacy
B	Limited cultural awareness and vocabulary range
C	Gaps in knowledge due to altered curriculum provision in Year 6

ADDITIONAL BARRIERS	
External barriers:	
D	Attendance
E	Remote Learning: Unsettled home learning environment and/or access or confidence in using IT
F	Resilience: aspiration and independence

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?**
Training programme for NQTs and NQT+1	New teachers will supported and be providing high quality learning environments where students make strong progress in their curriculum. All new teachers will have access to and complete their full induction programmes.	Lost training and development time last year for NQTs and trainee teachers. To improve classroom pedagogy To provide targeted support To support whole-academy strategies	Quality assurance of mentor sessions Joint lesson observations/learning walks Teacher feedback/survey	C Kerr	Half Termly
Staff training on delivering 100 minute lessons	The quality of teaching and learning continues to be excellent and staff are confident in delivering effective lessons of the new length.	Reduce transition points and contact between teachers and students for the safety of all.	Lessons observations Analysis of assessment information	N Powling	Half Termly
				Total budgeted cost:	16,668.29
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?
Targeted use of My Tutor	Year 11 students will be making strong progress in English and closing the gaps accrued due to COVID-19 and with their peers.	To improve the progress of students in Year 11 English (especially boys) - Assessment information highlights this as a key priority. Highly effective intervention that has been successful previously. Strong engagement when used with previous cohorts.	Analyse the assessment information over time. QA the sessions Student feedback Teacher feedback	J Oxley	Half termly/Mock Results (1 & 2)
CAT Assessments and Reading Assessment for all Year 7 students	The year 7 curriculum will be appropriately challenging and leading to strong progress including closing the gaps accrued due to COVID-19.	To identify new students quickly in order to be able to put in place targeted intervention and ensure the curriculum is appropriate. To provide standardised national scale data in the absence of KS2 data and to support internal baseline assessments.	External assessment to validate results for the academy and against national standards. SLT analysis and planning to share ideas and ensure all aspects of the curriculum are considered.	J Oxley	Assessment Points (4 per year)
Maths intervention tutor	Targeted students will close the gaps accrued due to COVID-19 based on their individual context/areas for improvement.	Assessment information highlights this as a key priority for a group of Year 11 students. A previously used strategy that has proven success.	QA of sessions Monitoring of progress over the course of the intervention	J Oxley F Hughes	Half termly/Mock Results (1 & 2)

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?
Provision of Revision Guides and revision sessions via TEAMs	Students will make strong progress and will be revising at home/independently. They will have access to all syllabus information.	Learning not covered during lockdown or not covered in class will be supported by these resources. Additional opportunity to safely access learning.	QA the sessions Student feedback Teacher feedback	R Goodenough	December 2020
SEND packages to deliver small group sessions	SEND students will be making strong progress and closing the gap between projected and target.	Assessment information identifies SEND students as significantly regressing during lockdown.	QA the sessions Student feedback Teacher feedback – from subject teachers and intervention leads	R Woods	Half termly
				Total budgeted cost:	54,851.71

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?

Purchase of IT equipment for the academy	To allow all staff to deliver TEAMs lessons of an excellent quality (IT). Students continue to access learning directly with their class teacher/subject specialist whether working in the academy or remotely.	Engagement during lockdown was higher for students with good quality IT access.	Trust IT team will inform the selection and purchase of equipment to ensure value for money and quality. SLT/FL will QA lessons delivered through TEAMS as they would lessons in the academy.	R Goodenough J Oxley	December 2020
Staff training on Mental Health and wellbeing	Staff will be able to manage and support students in class as a result they will continue to access their curriculum and will not be falling further behind but making steady progress.	Students have already missed a lot of their education and cannot afford to miss any more. Staff will be able to identify, support and put in-class intervention into place to keep students in school/lessons and learning. A higher than average number of mental health referrals to date.	Staff training Monitoring of students and their progress Review through pastoral review meetings	R Goodenough H McMullen	Fortnightly
				Total budgeted cost:	2,100.00

ADDITIONAL INFORMATION

Additional information used to support the actions above:

- **£8,100.00 has been reserved as a contingency to cover unplanned costs/unexpected eventualities in keeping the academy open.**

- Internal assessment and reporting information

- Evidence from the EEF families of schools database

- Results of student councils

- Faculty action planning based on subject performance and priorities

- Analysis of attendance

- Working with staff and leaders across ATT to share ideas and successful strategies