

1 Teaching

Continued professional development

Teachers will benefit from increased professional development opportunities to ensure they are well equipped to ensure that children continue to access the full curriculum. CPDL topics include:

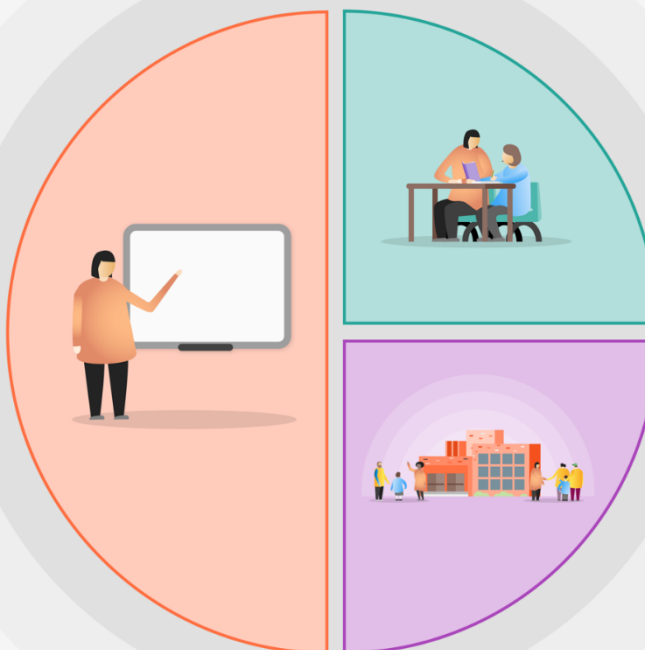
- A high-quality blended approach
- Expert subject leadership

A **Distance Learning Co-ordinator** leads the implementation of the distance learning provision and quality assures delivery.

A **Cover Supervisor** is a full-time member of staff who covers teacher absence in the Academy. The cover supervisor provides consistency if staff are absent due to Covid.

Additional supply staff are brought into the Academy to cover teacher and pastoral staff absence during the pandemic.

Three colleagues will be trained as **Mental Health First Aiders to support adults** in the Academy during the pandemic. This supports high quality provision and reduced staff absence.



2 Targeted academic support

Trust **expertise** to ensure children return to learning quickly after periods of absence/learning at home.

A wide range of **targeted literacy interventions** to close literacy gaps, particularly in reading.

Small group maths teaching for specific students.

Focused **transition** support.

3 Wider strategies

Centrally supported IT loans and guidance for families

Identifying families without access to a meaningful device and or access to the internet and ensuring they receive the technology they require.

Aims:

*To reduce the attainment gap between our disadvantaged pupils and their peers.

*To raise the attainment of all pupils to close the gap created by the pandemic and meet or exceed national averages and expectations by age.

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	1192	Amount of catch-up premium received per pupil:	£65.16
Total catch-up premium budget:	£77,675 in school £95,360 gross	Allocation to trust primary settings: investment to support pupils to catch up and successfully transition to secondary in future years.	17,685
Note: the total cost exceeds the budget. £3472.52 excess is funded from other internal funds.			

STRATEGY STATEMENT
<p>The BBA Covid 19 catch up fund focuses on three key priorities:</p> <ol style="list-style-type: none">1. Ensuring high quality and consistent distance learning provision for isolating students.2. Adding capacity to staffing to maintain a safe and purposeful environment, reducing the frequency of temporary year group closures.3. Providing catch up provision for Year 7 students whose needs are greater than in previous years. A No More Marking study in October 2020 suggested Y7 students are 22 months behind expectations.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT (ACADEMIC AND EXTERNAL)	
A	Low levels of literacy, particularly in reading, which were exacerbated by lockdown. The loss of confidence in reading also reduces the completion of reading and extended writing tasks remotely.
B	Year 7 did not complete Year 6 within school therefore the literacy and numeracy gaps are greater for students joining Y7. A No More Marking study in October 2020 suggested Y7 students are 22 months behind expectations.
C	Self-isolation periods reduce attendance to school and access to face-to-face learning.
D	Lockdown and isolation can impact student mental health and well-being which, in turn, impacts the ability to engage and progress learning.
E	Lack of socialisation and ability to take part in enrichment activities impacts well-being, confidence and learning.
F	Lack of educational experience of parents meaning support for learning at home is varied.

Planned expenditure for 2020-21

Quality of teaching for all					
Action	Cost	Description of intervention	Intended Outcomes	How impact is to be measured	Impact of the intervention <i>(To be completed in September 2021)</i>
Continued professional development to support a high-quality blended approach during the pandemic		<p>Regular support and challenge from central academy trust team. This is monitored through a variety of trust wide mechanisms-including but not limited to: ARMS (academy review meetings), ARVS (academy review visits) and Academy council and scrutiny panels.</p> <p><i>EEF PP report June 2010 recommends schools take a tiered approach with teaching being the top priority, including professional development, training and support for early career teachers.</i></p>	Teachers are well supported to effectively enact the full curriculum both on site and at distance.	<ul style="list-style-type: none"> ○ Distance learning lesson plans and tracking ○ Remote lesson drop ins ○ Completion rates ○ Student, staff and parent voice 	
Distance Learning Co-ordinator	£20,000	<p>The Distance Learning Co-ordinator leads the implementation of the distance learning provision and quality assures delivery. This ensures consistent provision for all students who are isolating.</p> <p><i>THE EEF GUIDE TO SUPPORTING SCHOOL PLANNING: A TIERED APPROACH TO 2020-21 (P12): "Focusing on high-quality remote learning will always be valuable for pupils. Planning for a well implemented remote learning strategy can be effectively combined with revisiting homework policies and related approaches to fostering independent learning."</i></p>	<p>All isolating students access, and complete, high quality distance learning each day during their isolation period.</p> <p>Completion of work is monitored and access issues are remedied quickly.</p>	<ul style="list-style-type: none"> ○ Distance learning lesson plans ○ Completion rates ○ Student, staff and parent voice 	

Action	Cost	Description of intervention	Intended Outcomes	How impact is to be measured	Impact of the intervention <i>(To be completed in September 2021)</i>
Cover supervisor	£20,000	<p>A Cover Supervisor is a full-time member of staff who covers teacher absence in the Academy. Cover Supervisors know the systems in the Academy and form effective relationships with staff and students. Cover Supervisors receive training within the Academy to improve classroom practice in line with academy priorities.</p> <p><i>This intervention was selected to reduce the need for external cover and reduce the need for forced closures when staff need to isolate.</i></p>	Where a staff member is absent, students receive a positive learning experience from consistent staff within the Academy.	<ul style="list-style-type: none"> ○ Number of code 3s and 4s in cover lessons. ○ Number of year group closures linked to staff absence. ○ Feedback from students and staff. 	
Additional cover support	11,920	<p>Additional supply staff are brought into the Academy to cover teacher and pastoral staff absence during the pandemic.</p> <p><i>The Covid-19 pandemic impacts staffing: extremely clinically vulnerable staff need to work from home during lockdown periods and there is higher absence staff absence due to self-isolation needs. This significantly increases the need for cover staff to maintain safe provision within the Academy.</i></p>	The frequency of forced closure and distance learning for year groups is reduced due to staff shortages.	<ul style="list-style-type: none"> ○ Number of year group closures linked to staff absence. 	

Action	Cost	Description of intervention	Intended Outcomes	How impact is to be measured	Impact of the intervention <i>(To be completed in September 2021)</i>
Mental Health First Aid training	£750	<p>Three colleagues will be trained as Mental Health First Aiders to support adults in the Academy during the pandemic.</p> <p>Mental Health First Aiders recognise warning signs of mental ill health, and develop the skills and confidence to approach and support someone. A key role is effective signposting to support.</p> <p><i>A report from Education Support assessing the impact of coronavirus on education professionals' mental health found 52 per cent of teachers felt their mental health and wellbeing had suffered during the pandemic.</i></p> <p><i>The 2018 M.E.N.T.O.R. Study showed that 83% of participants felt that signposting for mental health signposting procedures improved as a result of training. 91% reported an improvement in understanding of mental health issues.</i></p>	Staff are well-supported during the pandemic resulting in higher staff attendance and a higher quality of provision.	<ul style="list-style-type: none"> ○ Number of interactions with MHFAs. ○ Staff feedback. ○ Staff attendance data. 	
Total budgeted cost:				52,670	

Targeted support					
Area of Spend	Cost (for Y7 catch up only)	Description of Intervention <i>*Potential impact where identified by EEF</i>	Intended outcomes	How impact is to be measured	Impact of intervention
Paired reading	£1579.20	<p>Students have 1:1 reading 10 minutes twice weekly with staff in termly blocks.</p> <p><i>Small group tuition +4 months</i></p> <p><i>Reading comprehension strategies +6 months</i></p>	The intervention is aimed at boosting reading to above 90+ Standardised Score (SS) in comprehension.	<p>Students are identified with below average standardised score in comprehension using the Access to Reading test (ART).</p> <p>Progress is tracked using Access to Reading Test (Comprehension), Single Word Reading Test (SWR).</p>	
Inference training	£1014.48	<p>Intervention designed to boost reading comprehension through inference skills.</p> <p>12 week intervention including 2 x 50 minute sessions per week.</p> <p><i>Reading comprehension strategies +6 months</i></p>	Improvement in comprehension and ability to readily access learning in all subjects.	The entry point standardised score is well below average (70-90): students have a higher single word reading score but low comprehension and low inference score on the ART test. Impact is measured through improvements to these scores.	

Area of Spend	Cost (for Y7 catch up only)	Description of Intervention *where identified by EEF	Intended outcomes	How impact is to be measured	Impact of intervention
Read Write Inc.	£9572.55	<p>A structured phonics based programme designed to ensure all children learn to read accurately and fluently.</p> <p>Daily 50 minute interventions for identified groups of students.</p> <p>2x groups running on both sides of the timetable</p> <p><i>EEF project in progress – impact to follow</i></p>	Improvement in reading and writing accuracy and fluency.	Student identified using KS2 and transition information as well as very low ART scores. Impact measured by reading and spelling assessment using ART and Vernon.	
Lexia	£1181.70	<p>Literacy programme to develop word reading and phonological knowledge.</p> <p>Student have 1x 50 mins sessions and access at home, tracked through progress and areas of weakness specifically taught in 50 minute sessions.</p> <p><i>EEF project in progress – impact to follow</i></p>	Improvement in reading scores and phonological knowledge.	Students with below average Vernon and/or ART reading score. Impact measured through the programme but independently using reading comprehension score ART twice yearly and Vernon spelling score.	
Enhanced Transition	£2500	<p>Enhanced transition for vulnerable Y7 students following lockdown. Students attended for up to 3 days before Term 1 started. Examples of content: Developing relationships; orientation; teamwork; preparation for student profiles; sensory activities.</p> <p><i>Summer School +2 months</i></p>	Students make a successful (social, emotional and academic) transition into Y7.	Attendance figures. Feedback.	48 students attended for up to 3 days. Positive parental feedback from the transition survey.

Area of Spend	Cost (for Y7 catch up only)	Description of Intervention *where identified by EEF	Intended outcomes	How impact is to be measured	Impact of intervention
Phonics	£1099.02	<p>Evidence base programme teaching students to read by correlating sounds with symbols in an alphabetic writing system.</p> <p><i>EEF evidence is variable depending on age and student experience. High impact for younger readers.</i></p>	Improvement in reading scores and phonological knowledge.	<p>Identification through diagnosis of dyslexia, dyslexic traits identified through the use of the Dyslexia Portfolio following teacher referral, poor phonological awareness and well below average on Vernon spelling score.</p> <p>Progress tracked termly using the Units of Sounds Programme, Phonics check and SWR, 2 yearly by Vernon spelling and ART (Standardised scores).</p>	
Rapid maths intervention	£1099.02	<p>Group numeracy intervention using Rapid Maths materials.</p> <p>Students receive 2 x sessions per week for 12 weeks.</p> <p><i>Small group tuition +4 months</i></p>	Improvement in numeracy skills and student confidence.	Students identified because scores are below Age Related Expectations (ARE), have low KS2 results and ongoing lack of progress. Intervention is monitored using the Basic Numeracy Test at the start and end of the 12 week block of intervention.	
Hub Small Group Maths	£9572.55	<p>This is a small nurture maths group for students identified on transition, who are working well below age related expectations or high needs students with an Education Health Care Plan (EHCP)/Top Up funding. Students are taught in small group with specialist maths teachers.</p> <p><i>Small group tuition +4 months</i></p>	Improvement in numeracy skills and student confidence.	Students were assessed on entry using the Basic Numeracy Test and re-assessed 6 months later as well in line with the reporting systems.	

Action	Cost (for Y7 catch up only)	Description of intervention *where identified by EEF	Intended Outcomes	How impact is to be measured	Impact of the intervention <i>(To be completed in September 2021)</i>
Accelerated reader	£864 (£2331 for the whole cohort at £9 per student)	Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age and suggests books that match pupils' needs and interests. Pupils take computerised quizzes on the books and earn AR points as they progress. <i>Accelerated Reader +3-5 months progress (higher for students with Free School Meals)</i>	Improve reading scores and engagement in reading.	Improvement in ART comprehension scores.	
Trust expertise to ensure children return to learning quickly after periods of absence/learning at home		The investment of the trust into expertise to support the recovery of education for all has included work with Barry Carpenter, Professor in Mental Health at Oxford Brookes University. Regular support and challenge from central academy trust team will support implementation. This is monitored through a variety of trust wide mechanisms- including but not limited to: ARMS (academy review meetings), ARVS (academy review visits) and Academy council and scrutiny panels. <i>A thorough approach to support pupils on return to school has also been advocated by the EEF, who state that 'All pupils will need support to transition back to school'.</i>	Children's emotional, social and academic needs are met swiftly on return to school meaning they receive the right support to return to learning in school.	CPOMS logs. Lessons scores. Student and staff voice. ARM and ARV feedback.	
Total budgeted cost:					£28,482.52

Other approaches					
Area of Spend	Cost	Description of Intervention <i>*Potential impact where identified by EEF</i>	Intended outcomes	How impact is to be measured	Impact of intervention
Central procurement and management of IT resources.		<p>There is a dedicated IT team that works across the trust to support effective use and distribution of technology to where it is most needed.</p> <p>This has included central procurement of laptops, iPads and resources to support WIFI during lockdown and also during periods of isolation for individuals, bubbles and cohorts</p> <p><i>The EEF guide: Best evidence on supporting students to learn remotely states that: 'Ensuring access to technology is key, especially for disadvantaged pupils'</i></p>	To ensure that no child is without the technology they need to access the high-quality curriculum on offer from the academy.	<p>Allocation of devices is reviewed at least weekly by the central team.</p> <p>Engagement with learning is reviewed daily by the academy.</p>	