

# Catch up Covid Premium 2020 2021

1. Outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
<b>A.</b>	To address gaps in curriculum and knowledge in all year groups			Curriculums are reviewed to address curriculum gaps; interventions in place; gaps in performance closed	
<b>B.</b>	To support the mental health and well being of students			A clear, tiered approach to support the mental health of students within the Academy	
<b>C.</b>	To support CPD of staff in developing on line provision			All staff are able to deliver effective online lessons	
2. Planned expenditure : (Funds available : £91,000)					
<b>Academic year</b>		<b>2020 /21</b>			
i. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To address gaps in curriculum and knowledge in all year groups	Accelerate Group in Year 7. Employment of HLTA alongside SENDco  Cost: £22K	35 Students taught in 2 group 6 lessons a week. All accelerate students have achieved a level 1 FLQ at A*-C grades.  The group is effectively a nurture group to catch up gaps in the curriculum with a focus on literacy and SEAL	Via outcomes of the FLQ, line management meetings and QA cycle	KS	As per the QA cycle
To address gaps in curriculum and knowledge in all year groups	Employment of a mathematics HLTA to support targeted students in all year groups  4.5K	Increasing mathematical fluency ; supporting students with gaps in knowledge in all year groups, including gaps between year 6 and year 7	Monitored by Head of Mathematics and DH Standards	BK	Via standards meetings

To address gaps in curriculum and knowledge in all year groups	Employment of supernumerary English specialist teacher to support curriculum gaps  18k	Provision of targeted support to identified students   all year groups  Provision of learning resources to compliment a blended learning approach	Monitored by the Head of English and DH Standards	BK	Via standards meeting
To address gaps in curriculum and knowledge in all year groups	Additional employment of supernumerary mathematics teacher  10K	Provision of targeted support to identified students   all year groups  Provision of learning resources to compliment a blended learning approach	Monitored by the Head of Maths and DH Standards	BK	Via standards meeting
To address gaps in curriculum and knowledge in all year groups	Additional employment of supernumerary Science teacher  10K	Provision of targeted support to identified students   all year groups  Provision of learning resources to compliment a blended learning approach	Monitored by the Head of Science and DH Standards	BK	Via standards meeting
To address gaps in curriculum and knowledge in all year groups	Employment of intervention SSA  21K	Provision of identified support to students in Humanities  Additional capacity to focus on SEAL aspects of learning	Monitored by the Head of Faculty, Humanities and DH Standards	BK	Via standards meeting
To support the mental health and well being of students	Employment of a trauma therapist  9K	As part of the tiered approach to mental health support where needs are profound.	Monitored by DH pastoral	SC	Via meeting reviews , Head of House meeting

To support the mental health and well being of students	Employment of school councillor  5K	As part of the tiered approach to mental health, access to in school pastoral counselling	Monitored by DH pastoral	SC	Via meeting reviews, Head of House meetings
To support CPD of staff in developing on line provision	IT provision to support a blended learning approach  3K	All classrooms have the capacity to deliver live lessons via Teams	Monitored by AHT teaching and Learning in liaison with Federation IT services	MP	Via SLT meetings
To support CPD of staff in developing on line provision	TLR 3 to support staff on the development of blended learning, with a focus on the online learning strand  2.5K	All staff have the IT knowledge to deliver live learning effectively	Monitored by AHT teaching and learning; delivery of CPD; feedback on the quality of delivery of CPD	MP	Via SLT meetings

#### Review of expenditure

### 3. Previous Academic Year 2019 2020 (Previously the catch up funding), 27k

Quality of teaching for all			
Desired outcome	Action	Impact	Lessons Learnt
Students achieve standards of literacy in line with rest of cohort.	Recruitment of English teachers to facilitate smaller class size	Performance of LA students in the academy is strong.	Small groups provide a focussed and supportive learning environment to support accelerated work with students through the curriculum.
All staff are fully cognisant of successful pedagogy rooted in outcomes. schemes	CPD focus on metacognition and language for learning	<b>Increased engagement in reading for pleasure; increased awareness and implementation of strategies to support fluency and comprehension.</b>	Language for learning and metacognitive strategies to remain central to the CPD offer for the next academic year to increase further reading for pleasure and self-regulatory learning.
Students learning is stepped through the curriculum	Review of English schemes on light of curriculum QA tool	Reviewed curriculum has been fully interrogated to ensure that learning is stepped, cumulative and knowledge rich.	To continue to use the curriculum QA tool as the cornerstone of curriculum development

		This has been completed by all HODs in all subject areas.	
Progress in Mathematics is above the national average	Recruitment of Maths teachers to facilitate smaller class sizes	Performance of LA students in the academy is strong.	Small groups provide a focussed and supportive learning environment to support accelerated work with students through the curriculum.
Progress in Mathematics is above the national average	HLTA in mathematics department	Highly skilled HLTA supports provision of identified students, increasing competency and knowledge in Mathematics	Further refine the role of the HLTA and work in conjunction with the PP brief.
<b>Targeted Intervention</b>			
<b>Desired outcome</b>	<b>Action</b>	<b>Impact</b>	<b>Lessons Learnt</b>
Students attain in line with all students across the curriculum	All staff use 4 matrix	Close analysis of data supports the targeted curriculum intervention of students	4 matrix to remain a key feature of standards processes
Students attain in line with all students across the curriculum	Accelerate group 1 year 7. Employment of HLTA alongside SENDco	The accelerate group remains a cornerstone of the catch up programme allowing students the opportunity to gain a FLQ within a nurturing environment that focuses on literacy.	Continue to develop the accelerate programme. Review SOW 1 light of curriculum changes in English and History
Students attain in line with all students across the curriculum	Renaissance reading to encourage wider reading and assess students' comprehension through accelerated reading. Reading week takes place each half term	Renaissance reading encourages wider reading for all students.	Review how we can make the impact of Renaissance reading most purposeful.
Year 6 students engage in Literacy and Numeracy during transfer from primary to Secondary.	Year 6 students given literacy and numeracy transition packs in summer term.	COVID led to adaptations of the transition booklets; whilst still focussing on literacy, greater emphasis was placed on a values led approach as a support to transition	Fuse the values and numeracy / literacy work to create a robust, holistic transition document.
Students who enter the academy below national expectations make rapid progress	Train and deliver catch up literacy programmes	TAs in place to deliver programmes; gaps narrowing	Continue to develop the programmes of intervention for targeted students.