



COVID catch-up premium report

COVID catch-up premium spending: summary

Total number of pupils:	132
Amount of catch-up premium received per pupil:	£169.48
Total catch-up premium budget:	£22,371

STRATEGY STATEMENT

Include a brief overview of your catch-up premium strategy. For example:

- Our catch up priorities are to ensure that Y7 pupils have access to quality first teaching, which identifies any gaps in their prior learning, and provides them with the support, and develops their resilience to close any gaps with their peers.
- A strong focus on quality first teaching, and development of literacy and numeracy skills to enable access to the full curriculum
 - To reduce the attainment gap between disadvantaged pupils and their peers
 - To raise the attainment of all pupils to close the gap created by COVID-19 school closures

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Low levels of literacy
B	Low levels of numeracy
C	Lack of aspiration amongst some students in this group
D	Behaviour for learning amongst these students is poorer compared to the rest of the cohort
E	Levels of independence and resilience are poorer compared to the rest of the cohort
ADDITIONAL BARRIERS	
External barriers:	
F	Poor attendance (Year 7 catch up students 19/20 attendance xxxx . All year 7 19/20 attendance xxxxx)

G

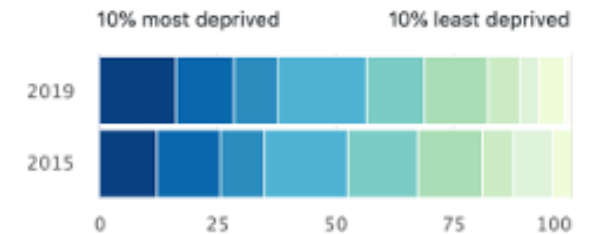
High Deprivation index

High deprivation index.



In 2019 the area in which that school is (map to the left), was ranked 3121 out of 32,844 areas in England; where 1 is the most deprived area. This is amongst the 10% most deprived areas in England.

The chart to the right shows the percentage distribution in the local Ashfield area between 2019 and 2015. The area has in effect become more deprived when compared to the rest of the country over this period.



In one particular area near to the school the deprivation index is 438 out of 32,844 areas in England. This is amongst the 1% most deprived areas in England. Many of our students live in this area. This area also has in it one of our feeder primary schools.

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?

<p>. Ensure all students have access to quality first teaching for all.</p>	<p>ALL AREAS</p>	<p>Numerous sources suggest that Quality First Teaching is the best way to get good outcomes for all students, including those in receipt of the Pupil Premium or catch up funding. If we get teaching and learning right in every classroom throughout the school, outcomes for all students will follow.</p> <p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn’t create an artificial separation from whole class teaching.”</p> <p>EEF PP Guidance 2019</p>	<p>QA Processes, including: Learning walks Lesson observations Book looks</p> <p>Looking for: Non-negotiables, Work in books, Progress made in lessons.</p>	<p>SLE HODs</p>	<p>Ongoing review as part of academy QA processes of teaching and learning.</p>
<p>2. Additional curriculum time given to students in both Maths and English Cost £4002.96</p>	<p>A/B. The attainment gap in English and Maths is consistently and rapidly closed during KS3 studies</p>	<p>Students need to catch up work missed and keep up with new work so additional time is needed</p>	<p>Review of data following each assessment.</p>	<p>MNN</p>	<p>Each half term</p>

<p>3. Primary school teacher appointed to lead on catch up and primary transition Cost £500</p>	<p>A/B. The attainment gap in English and Maths is consistently and rapidly closed during KS3 studies</p>	<p>Someone with greater knowledge of the primary curriculum and what is needed to bridge the KS2/3 gap. Employed to have greater impact with catch up students</p>	<p>Review of data following each assessment.</p>	<p>APN LSY</p>	<p>Each half term</p>
<p>4. In both English and Maths the Y7 catch up students are to be taught in a smaller group to enable them to make accelerated progress. Cost- See 1</p>	<p>A/B. The attainment gap in English and Maths is consistently and rapidly closed during KS3 studies Catch up students will be taught in a smaller group allowing the teacher more opportunities to address misconceptions and offer intervention. All catch up students are exposed to the broad English and Maths curriculum at the appropriate level. Accelerated progress for these groups of students.</p>	<p>Having smaller groups in both subjects will enable students to make accelerated progress as there will be crossover of the skills needing to be addressed with all students.</p>	<p>Review of data following each assessment. Observations, drop ins and work scrutiny as part of QA. Through following the relevant SoW.</p>	<p>APN LSY</p>	<p>October half term. Ongoing.</p>
<p>5. Nurture teacher in the English Department to have responsibility for teaching the nurture and catch up. Cost – See 1</p>	<p>A/B. The attainment gap in English and Maths is consistently and rapidly closed during KS3 studies Accelerated progress for these groups of students.</p>	<p>Have a member of staff who is skilled at adapting the curriculum and resources to accelerate progress for these groups of students.</p>	<p>Observations, drop ins and work scrutiny as part of QA. Member of staff to be mentored by English LP.</p>	<p>APN LSY</p>	<p>Ongoing</p>

<p>6. English students to follow adapted version of the main curriculum for Y7. Cost - £200</p>	<p>A. The attainment gap in English is consistently and rapidly closed during KS3 studies Skills required will be embedded to allow students to access a range of topics. Accelerated progress for these groups of students.</p>	<p>Catch up group will follow the same curriculum pattern as the rest of Y7 but this will be adapted as required by the class teacher to ensure that students have the skills to access other areas of the curriculum.</p>	<p>Regular meetings with class teacher. Input from LP Observations, drop ins and work scrutiny as part of QA. Analysis of data.</p>	<p>APN. LSY</p>	<p>Ongoing</p>
<p>7. English catch up students to have two literacy lessons per week. Cost – See 1</p>	<p>A. The attainment gap in English is consistently and rapidly closed during KS3 studies Extra hours will focus on literacy to allow progress in reading and writing skills to be accelerated.</p>	<p>Students will follow a bespoke curriculum based on individual need. Lessons to be taught by a previous Y6 teacher with experience of the primary curriculum. “Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.” EEF KS3/4 Literacy Guidance</p>	<p>Department time devoted to planning and sharing of key strategies and resources Observations, drop ins and work scrutiny as part of QA. Analysis of data.</p>	<p>APN LSY</p>	<p>Ongoing</p>
<p>8. Research into PiXL Huddle materials for English and Maths Catch Up. Cost – See 5</p>	<p>A/B. The attainment gap in English and Maths is consistently and rapidly closed during KS3 studies To apply good practice from PiXL.</p>	<p>To maximise existing approaches and resources</p>	<p>By use of time in meetings to discuss. Observations, drop ins and work scrutiny as part of QA. Analysis of data.</p>	<p>APN LSY</p>	<p>Ongoing</p>

<p>9. English relaunch of the AR programme. Cost - £523.39</p>	<p>A. The attainment gap in English is consistently and rapidly closed during KS3 studies The catch up group have one lesson a week of accelerated reader followed by quizzes on the books read. Students given the support needed to select the relevant book. Improvement in reading ages is accelerated.</p>	<p>Focus will be on reading for enjoyment. Form tutors and literacy teachers will also have access to AR data to allow for more detailed tracking. Recommendation 7 - Provide high quality literacy interventions for struggling students</p> <p>“Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7.”</p> <p>EEF KS3/4 Literacy Guidance</p>	<p>One lesson a week for AR.</p> <p>Tutor time for tracking of scores.</p> <p>Time devoted for Star reading test.</p>	<p>CPK</p> <p>APN</p>	<p>Ongoing</p>
<p>10. English & Maths will increase collaboration with local Primary Schools. Cost – See 2</p>	<p>A. The attainment gap in English is consistently and rapidly closed during KS3 studies We have a member of the department who has responsibility for increased collaboration with Primary Schools and the transition process. Accelerated progress for these groups of students</p>	<p>Information gained during this process will be disseminated and shared with departmental staff to ensure that Y7 are being challenged and that skills from Primary are being developed.</p>	<p>Time for Primary visits.</p> <p>Time at department meeting to share information.</p> <p>Use of ideas from PiXL “The Wasted Years”.</p>	<p>BJS</p>	<p>Ongoing</p>

<p>11. English catch up has continued into Year 8 for the academic year 2019-20</p> <p>In Maths catch up students continuing to have 5 lessons of mathematics each week though Y8</p> <p>Cost – See 1</p>	<p>A/B. The attainment gap in English and Maths is consistently and rapidly closed during KS3 studies Nurture teacher in the English Department to have responsibility for teaching the nurture and catch up groups across KS3. Continued support. An identified teacher in Maths to focus on this area. Accelerated progress for these groups of students</p>	<p>In English Students will also receive additional literacy lessons. Both Y7 and 8 are taught by the same two teachers to allow for greater collaboration and development of expertise. One member of staff is primary trained. The scheme of work and assessments are altered as deemed appropriate. In Maths to continue with the support the students have been receiving to ensure that progress is continued.</p>	<p>Planning time.</p> <p>Timetabling.</p>	<p>MCX</p> <p>APN</p> <p>LSY</p> <p>LPS</p>	<p>Ongoing</p>
<p>12. In Maths use of experienced staff. Head of department and LP to teach catch up in Year 7 and 8.</p> <p>Cost - £0</p>	<p>B. The attainment gap in Maths is consistently and rapidly closed during KS3 studies Resources and tasks appropriate for the learning objective and the student’s needs.</p>	<p>The teacher will be better able to adapt to different learning styles and cater for the specific needs of the students</p>	<p>Timetabling</p>	<p>LP</p>	<p>Ongoing</p>
<p>13. Maths life skills lessons to be introduced</p> <p>Cost - £200</p>	<p>B. The attainment gap in Maths is consistently and rapidly closed during KS3 studies To support students ‘seeing’ the big picture of mathematics while improving numeracy skills.</p>	<p>Some students do not see the relevance of mathematics.</p> <p>“Emphasise the many connections between mathematical facts, procedures, and concepts”</p> <p>EEF Maths Guidance</p>	<p>Book look, observations, drop ins and student voice as part of QA.</p>	<p>LSY</p> <p>APN</p> <p>LPS</p>	<p>Ongoing</p>

14. English and Maths department tracking to be improved Cost - £0	A/B. The attainment gap in English and Maths is consistently and rapidly closed during KS3 studies To track the progress of catch up students with respect to the SoW. Accelerated progress for these groups of students.	To track the progress of the catch up students against the progress of the cohort and intervention put in place as necessary	Completion of results on spreadsheet. QA by LP.	LPs	Ongoing
15. Maths praise board for catch up group to be introduced. Cost - £100	The attainment gap in Maths is consistently and rapidly closed during KS3 studies To foster a feeling of supportiveness and academic rivalry.	Historically, this group of students has been disparate and unwilling to function as a group	Increase in student engagement. Student voice as part of QA. Homework completion. Low referral rate. Positive climate for learning identified through QA.	LSY	Ongoing
16. In English and Maths students to be provided with positive experiences. Cost - £300	A/B. The attainment gap in English and Maths is consistently and rapidly closed during KS3 studies Students to have a positive experience of the process and education. Accelerated progress for these groups of students.	To improve students' perception of the catch up groups	Student voice through QA.	APN LS	Ongoing
Total budgeted cost:					£8436.35

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?
<p>17. Maths anxiety club to be re-introduced, once COVID restrictions allow.</p> <p>Cost - £100</p>	<p>B. The attainment gap in Maths is consistently and rapidly closed during KS3 studies</p> <p>To boost confidence and reduce anxiety.</p> <p>Accelerated progress for these groups of students.</p>	<p>Research has shown that if students are exposed to mathematics in a non-threatening way they are more likely to take risks in lessons.</p>	<p>LSY and SLT to visit the lunchtime club.</p>	<p>LSY</p>	<p>Jan 2021</p>
<p>18. In Maths small group of students to be targeted for individual support with a 6th Form student.</p> <p>Cost – £100</p>	<p>B. The attainment gap in Maths is consistently and rapidly closed during KS3 studies</p> <p>To target specific areas identified by the QLA of the SATs papers.</p> <p>Accelerated progress for these groups of students.</p>	<p>To make sure that all students receive the support required.</p>	<p>LSY to plan, resource and oversee this work.</p>	<p>LSY</p>	<p>Ongoing</p>

<p>19. In English, a trial to be conducted into use of 6th Form students as mentors for catch up students.</p> <p>Cost - £100</p>	<p>The attainment gap in English is consistently and rapidly closed during KS3 studies</p> <p>To target specific areas of underachievement. Accelerated progress for these groups of students.</p>	<p>To make sure that all students receive the support required.</p>	<p>ABK to coordinate.</p>	<p>ABK</p>	<p>Ongoing</p>
<p>20. Targeted reading for Catch up students</p> <p>Cost - £8366.50</p>	<p>A. The attainment gap in English is consistently and rapidly closed during KS3 studies</p>	<p>Research highlights the importance of reading across all subjects and later life. Those PP students (KS3) that require more intervention will get that through one-to-one reading with a member of the support staff team. Strategies can be used to support the student improve their reading.</p> <p>“Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.”</p> <p>EEF KS3/4 Literacy Guidance EEF Reading comprehension strategies EEF One-to-one</p>	<p>Use of internal data systems to see impact</p>	<p>LPs</p>	<p>Ongoing</p>

<p>21. Appropriate but challenging targets boosted for Catch up students.</p> <p>Cost - £0</p>	<p>A/B. The attainment gap in English and Maths is consistently and rapidly closed during KS3 studies</p>	<p>In order to help students close the gap targets are boosted</p>	<p>Use of internal data systems to see impact.</p>	<p>LPs</p>	<p>Ongoing</p>
<p>22. Research to be conducted into bespoke programmes to be targeted at catch up students where appropriate.</p> <p>Cost - £500</p>	<p>To target specific areas of underachievement. Accelerated progress for these groups of students.</p>	<p>To make sure that all students receive the support required.</p>	<p>SLE to coordinate. Use of ATT TNGs to share good practice. Book look, observations, drop ins and student voice as part of QA.</p>		<p>January 2021</p>

<p>23. Target PP students for breakfast club.</p> <p>Cost: £0</p>	<p>G. Ensure that all students regardless of the socioeconomic demographic, benefit from a healthy balanced lifestyle. Ensure all pupils are able to take part in first-hand life experiences, otherwise not available to them. Ensure families feel included and supported by the school and are in turn able to support their child's learning experience.</p>	<p>Evidence at primary stage suggests that breakfast clubs can have a positive effect of the attainment of students.</p> <p>“Schools should consider breakfast clubs as a cost effective way to raise pupil attainment. Schools wishing to achieve a similar impact of 2 months’ additional progress should aim to deliver a breakfast club similar to the model tested here: free, universal and before school.” [</p> <p>EF Breakfast Clubs</p>	<p>Review student numbers at breakfast club and proportion of Catch up students accessing it</p>		<p>Jan 2021</p>
Total budgeted cost:					<p>£9166.50</p>
Other approaches					
<p>Action</p>	<p>Intended outcome and success criteria</p>	<p>What’s the evidence and rationale for this choice?</p>	<p>How will you make sure it’s implemented well?</p>	<p>Staff lead</p>	<p>When will you review this?</p>
<p>24. Jane Drury to deliver drop down sessions on aspirations for year 7 catch up students. Cost – £2329.50</p>	<p>Raise aspirations of students. All students have access to experiences that enhance their aspirations and have access to high quality careers information advice and guidance</p>	<p>A careers adviser working on site full time is able to give all students bespoke careers guidance. It is noted that many students have low aspirations, through the careers adviser we are able to show what options</p>	<p>QA from the day</p>	<p>SLe/JDy</p>	<p>Feb 2021</p>

<p>25. Catch up students engage with Grofar All students receive Interviews with Jane Drury Cost – See 24</p>	<p>C. Raise aspirations of students. All students have access to experiences that enhance their aspirations and have access to high quality careers information advice and guidance</p>	<p>are available to them.</p> <p>“Careers education works best when it is personalised and targeted to individuals’ needs from an early age. This, together with school-mediated employer engagement alongside independent and impartial career guidance, is key to supporting young people’s transitions into education, training and employment.”</p> <p>EEF Careers education</p>	<p>Monitoring of use of Grofar and individual meetings</p>	<p>As above</p>	<p>As above</p>
<p>26. Enrichment experiences offered for this group to improve the life experiences they have. Cost – £1095</p>	<p>Ensure that all students regardless of the socioeconomic demographic, benefit from a healthy balanced lifestyle. Ensure all pupils are able to take part in first-hand life experiences, otherwise not available to them. Ensure families feel included and supported by the school and are in turn able to support their child's learning experience</p>	<p>Enrichment opportunities are available to all students, in an effort to broaden their opportunities at school, foster other interests and gain positive experiences at school outside the curriculum. Attendance at these clubs are tracked to enable analysis of groups, with specific thought to Catch up students and the opportunities on offer to them.</p>	<p>Spreadsheet kept to monitor participation</p>	<p>SLE/APn/LSy</p>	<p>As above</p>

27. LP to work with catch up students on independence and resilience Cost -£1000	E. Students become more independent and resilient	Students should become more self-regulating, the OWN IT campaign aims to do this.	QA of work completed.	LPs	End of each term
28. Assistant Principal responsible for teaching and learning to deliver sessions on 'Own It' for catch up students Cost – See 28	E. Students become more independent and resilient	<p>“These learners are proactive in their efforts to learn because they are aware of their strengths and limitations and because they are guided by personally set goals and task-related strategies, such as using an arithmetic addition strategy to check the accuracy of solutions to subtraction problems. These learners monitor their behavior in terms of their goals and self-reflect on their increasing effectiveness. This enhances their self-satisfaction and motivation to continue to improve their methods of learning.” [13]</p> <p>EEF Metacognition and self-regulated learning</p>	As above	As above	As above
29. Attendance officers have 'catch up' students as priority cases Cost - £400	F. Improve attendance. The gap narrows between catch up and non-catch up students	Attendance is crucial to achieving progress	Attendance data	MHD EWO	Weekly
Total budgeted cost:					4824.50

ADDITIONAL INFORMATION

GL assessment has been used for all Y7 students this year to determine with accuracy how well prepared Y7 students are to access Ks3 curriculum. This has provided baselines for reading, writing and maths, which have been used to enable curriculum planning to be pitched at the right level, to create rapid progress for students who had underperformed

Y8 students were also tested as they had experienced a disrupted year of learning in 2019/20, and a new baseline measure was deemed appropriate to identify any 'back slide' from Y7 levels.

The Academy has invested in Class Charts which is enabling clear tracking of positive and negative engagement with teaching and learning, attendance, rewards and interventions. The roll out of the programme is gradual, and in early 2021 will allow parents to have a live record of their child's performance, behavior and attendance

Staff from a variety of departments, and across all levels have been fully engaged in ATT Institute training and activity, including SDGs, PDGs, and subject specific courses of training. The QofE team have focused on continuing to develop quality first teaching, and have developed user friendly ways of conducting monitoring activity, to maintain a cycle of self-assessment and development. Good work has been done in developing online teaching methods and remote learning.

A new EWO has been appointed and is already having impact, with some persistent absentees now back in school. This targeted intervention, alongside strong relationship building with students and their families will have impact on overall attendance figures, which are remaining reasonably high, even through the COVID crisis.

The Academy is due a further monitoring visit in Spring 2021, following a previous visit which showed that the Academy was not taking effective action. Since then significant change has taken place, at senior leadership level. The Academy was visited by OFSTED for a COVID interim visit, and received a positive report, recognizing that the vast majority of students had returned to school following lockdown, and that work was in place to ensure that blended learning was effective.

The Academy has been through a very significant period of change, but the new SLT who take up post in January 2021 will establish high expectations from the outset and drive forward the Education Improvement plan, including elements relating to Catch up and Pupil premium funding. 4