COVID catch-up premium - Holbrook Academy

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	578	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£46, 160		

STRATEGY STATEMENT
The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so. Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools. For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs. There is also an allocation of £350 million for a National Tutoring Programme, intended to deliver proven and successful tuition to the most disadvantaged and vulnerable young people. **Holbrook Academy strategy:**   - Ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year;   - Provide a high-quality education that promotes pupils' development and prepares them for the opportunities, responsibilities and experiences of later life.   - Provide access to a full curriculum so that all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.   The HA strategy reflects the 3-tiered approach as set out in the EEF guidance: **1 Teaching** • Supporting students on return to school • 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

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Gaps in curriculum as identified by each Head of Department
B	Absence from school (further lockdown, isolation, illness)
C	Access to resources (technology, parental support, wider reading, home environment)
D	Mental health and wellbeing

Planned action for current academic year

Area	Action	Intended outcome	Who?	Evaluation and Impact
1. **Quality of teaching for all** • Supporting students on return to school • High-quality teaching for all • Effective diagnostic assessment • Supporting remote learning • Focusing on professional development	a) Teachers supported to deliver their curriculum and support students who need additional help: resources available, tools to support online model, cpd needs met.	Teachers are supported with the resources and training they need for their subject.	RLY	
	b) Create Teacher Champion roles for sharing of best practice and providing support for colleagues.	Support network for staff in place and teachers receive support they need relative to role and experience.	RLY	
	c) Year 7 induction day. Progress review cycle. MIDYIS testing for Year 7 cohort in absence of KS2 test data.	New students can transition to secondary school successfully. Baseline assessment data for year 7.	FPY PHT	
	d) Effective formative assessment as a central point of T&L.	Formative assessment used by all teachers to inform teaching and learning.	PHT	
	e) CPD for staff: Frequent low-stakes testing to ensure all students, and in particular disadvantaged students, experience success and celebrate the acquisition of knowledge	Staff trained and supported in identifying and addressing gaps in knowledge.	PHT/RLY	
	f) Use progress data, info from HODs and staff who work with students to identify clearly ALL disadvantaged pupils whose education has been most affected by school closures.	Regular data collection. Gaps identified provide feedback for intervention. Collective understanding and ownership of driving rapid progress for disadvantaged students who have fallen behind.	PHT FPY	
	g) Continued development of Google Classroom with training and support for staff and students where needed.	Students without access to online technology identified and supported.		
	h) Updated audit of technology needs at home. i) Increase in laptop provision for students with access	Consistency in use. Student engagement high. All students who need, can access	KND	

	arrangements / SEN/D	technology to support their learning.	
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)	a) Progress data and teacher knowledge of student informs further, relevant interventions for individuals, groups, classes and cohorts. b) 'Expert' TAs deliver planned interventions - through SSC and other timetable opportunities. Previous training capitalised (maths & English). Further TA training for those delivering catch up. c) Additional 'remote' opportunities created for targeted support for those unable to attend. d) NTP engaged and students registered for academic tutoring in core and bucket 2 subjects. e) Academic support and mentoring for those students needing general encouragement and revision advice and coaching. f) SEN/D students - OPP reviewed and updated with a focus on areas for additional support. g) A programme of teacher afterschool, remote catch up sessions delivered. h) Planned holiday catch up sessions - an offer of remote and in school lessons clearly targeted by gap in knowledge / skills, attainment, target. i) Revisit EAT or similar - engage parents with what and how students are learning to encourage active support at home. Publish support for parents at different stages.	No student is missed. All student data is scrutinised and all students who need additional support receive it. Staff skills utilized and strategically coordinated for maximum impact on catch up. Technology enables and supports engagement so all students who need support can access it. Students who need it receive additional specialist input from an academic tutor. Students receive study skills support where needed. Bespoke support in place for students with additional needs. Students involved in planning. Subject specialists offer targeted intervention. Students have access to learning in holiday time with teaching and support staff. Parents are informed and actively involved in catch up. Students have access to relevant	PHT RLY HODs FPY RLY RLY KND RLY FPY FPY RLY RLY RLY

	j) Deliver a reading campaign and share resources for reading in support of the curriculum. k) Introduce Accelerated Reader in Year 7/8	materials in support of filling gaps in knowledge. Students supported with reading and reading brought in line with age for those behind at point of entry	DDK RLY	
3. **Supporting pupils' social, emotional and behavioural needs** • Planning carefully for adopting a Social and Emotional Learning curriculum • Communicating with and supporting parents with pupils of different ages.	a) Visit classes daily for contact time and assign pastoral support to cohorts. b) Increase family liaison hours to support more families and students. c) Counselling offer through 4YP d) Publish and signpost support for students and families. e) Support the mentoring and tuition programme with ELSA support.	Families who need it, receive support for their child in accessing school. Students can access support with mental health. Links between mental health and progress explicit and supported.	PHT/ RLY	
Year 11 Plan:				
4. **Year 11 Catch Up Plan**	a) Identification of existing gaps in knowledge b) Mentoring of 'key' individuals	AFL techniques within the classroom Existing data from Year 10 assessments Pre-mortems Half-term Mock exams Identification of 'at risk individuals' Split students between members of		

	c) Develop teaching strategies to support boys in particular	SLT Follow a weekly programme of meetings, contact with home and other mentoring initiatives to support students Whole school CPD delivered by PHT and RLY to provide staff with strategies to support boys.		
	d) A full round of 'light-touch' WTMs to support students in the process; ensuring that the focus is on timings, exam techniques and decoding questions.	WTMs to be used alongside traditional mocks to 'improve and not prove' learning. Further CPD, building on last year's to support staff with the process Use the process to build confidence and develop exam skills		
	e) Intervention during enrichment and life-skills, initially of core subjects but later widening to non-core where needed. Ensuring that this is targeted, and if possible, small groups are vital.	Use data to identify students who require intervention Create rota system for core subjects HODs of core to deliver Plan timetable within zones (blue / green)		
	f) A forward planned delivery of revision sessions from content covered before lockdown / during school-closure for core subjects. These can delivered after school, online and be recorded as revision tools for students who cannot make them.	Ensure HODs of core are supportive and on board Follow safeguarding procedures Regular communication home to		

	g)	Mentoring and supporting staff where poor quality teaching is identified to improve progress in the classroom. h) Utilising the National Tutoring Programme or local tutors to deliver sessions after school. Alternatively, paying staff members to deliver these outside of school hours.	maximise attendance and engagement Depts to use Pre-mortems to deliver sessions appropriate to needs of the students		

Allocation of Catch Up funding:

		Catch Up funding
	46,160	**Catch Up funding**
	-9,000	Student Support Centre staffing from original Year 7 catch up previously budgeted
1a	-125	Science books Carl Moore
1a	-77	Maths books Oma (15 x £2.85 and 15 x £2.25)
1a	-251	Maths books for all year 11 (88 x £2.85)
1a	-408	MFL Dynamo 3 Rouge Pupil Book KS3 French
1a	-40	English - Access to LitDrive (8 staff @ £5 each)
3b	-13,973	Family Liason Officer hours increase from 10 to 29.6 and to scale P.12
1i	-6,030	Cost Laptops for SEND
1b	-1,500	Teaching Champion to manage/co ordinate Catch Up
2j 2k	-6,332	Accelerated Reader for Year 7 - (more if add Year 8?)
1c, 2a	-800	MidYIS testing of year 7's
2d	-1,406	National Tutoring for 15 students - 75% funded*
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	tbc	1:1 Mentoring
	-185	Additional Science books
1h	?	Supporting students' with technology
2h	?	Holiday catch up - through NTP
	* Assumed 45 pupils put into National tutoring scheme but this could be higher or lower	