



# COVID catch-up premium report

## COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	1060	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£84,800		

STRATEGY STATEMENT
<p>St Mary's strategy for effective use of the catch up premium will focus on the following priorities:</p> <ul style="list-style-type: none"> <li>To raise the attainment of all pupils to close the gap created by COVID19 school closures.</li> <li>To reduce the attainment gap between disadvantaged students and their peers.</li> </ul> <p>Our core approaches to this will be:</p>

- Enhancing the quality of first teaching in the classroom
- Offering targeted academic support to students with a particular focus on disadvantaged students through small group and one to one tutoring

**The fund is set to cover the period between Academic year 2020-2022 This plan mainly focuses on the cohort to medium term in this time line and leaves some capacity for future investments in Academic year 2021-22 which will be added in September 2021.**

## Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	<b>Missed curriculum time:</b> due to lock down in core subjects. GL assessment data shows a gap between disadvantaged pupils and their peers in Year 7,8 and 9 in Maths, English and Science, following lockdown one.
B	<b>Literacy skills:</b> New group reading test shows students have plateaued or decreased in mean SAS across year groups.
C	<b>SEND progress:</b> Making sure SEND students are making social, emotional and academic progress following both lockdown periods.
D	<b>Careers education:</b> Gaps in careers and further education advice and guidance.
E	<b>Parental guidance:</b> Ensuring parental engagement levels are maintained with the requirement for “virtual” meetings.
ADDITIONAL BARRIERS	
External barriers: (issues which require action outside school such as home learning environment and low attendance)	
C	<b>Access to remote learning:</b> Some families experience difficulties with ensuring there are enough devices available at home for all children and their siblings to access remote learning which is an issue for access to home learning through Google classroom and for access to remote learning for the second lockdown. Additional issues surrounding wifi and data access also exist for some families.
D	<b>Attendance:</b> data for the Academy has deteriorated from an average of 95%+ to 93 - 94%. Free school meals, Disadvantaged and SEND students also have higher absence and higher rates of persistent absence than their peers. Engagement with remote learning rates also appear higher for these subgroups of students.
E	<b>Well being:</b> Ensuring students adjust to new in school routines and any concerns in relation to anxiety or safeguarding are dealt with on the return to school from lockdown.

## 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	Review date	Cost	Sub total
Support great teaching through redesigning the CPD curriculum for staff to focus on curriculum design post lockdown and best use of remote learning to prepare for further lockdown.	<p>CPD redesigned to meet the needs of staff in relation to remote learning and curriculum design to enable enhanced catchup for students returning from/to lockdown.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CPD curriculum changes evidenced</li> <li><input type="checkbox"/> Planning time available and utilised by departments for "Catch up" curriculum and pedagogy.</li> </ul>	<p><a href="#">EEF COVIOD_19 support guide for schools</a> outlines supporting great teaching as a key strategy, "Providing opportunities for professional development - for example to support curriculum planning.</p>	Redesign the CPD curriculum for 2020-21 to incorporate curriculum redesign for catchup and for developing remote learning strategies.	RJO	12th February	20 hours prep for RJO = £1,330	£1330
Support great teaching through developing metacognitive	Focus on the use of modeling and worked examples in teaching. This	<a href="#">EEF toolkit</a> lists metacognition at +7 months gain in attainment if implemented well.	Develop CPD to ensure that staff understand the principles of modelling techniques.	SEC	12th February	<p>Writing tablet 20 x £40</p> <p>Visualisers 4 x £120</p>	<p>£800</p> <p>£480</p>

<p>strategies that are available to use online in remote teaching but are transferable to the classroom.</p>	<p>allows teachers to verbalise their metacognitive thinking in response to problems and questions as part of learning.</p> <ul style="list-style-type: none"> <li>❑ CPD training in place to develop ideas around modeling in class.</li> <li>❑ Equipment available to staff to allow effective modeling in remote learning which will be useful on return in school.</li> </ul>	<p><a href="#">EEF Metacognition and self regulation guide summary poster</a> lists modeling as a key part of metacognitive strategies.</p> <p>Modeling is simple and easy to implement in both remote and in school learning.</p>	<p>Provide opportunities for staff to access equipment like visualisers, webcams and writing tablets with supporting CPD for best use.</p> <p>Provide departments with access to online and software solutions to providing easy access to worked examples and past paper examples.</p>			<p>Maths pinpoint learning 1 year subscription £800</p> <p>White rose Maths subscription £150</p>	<p>£800</p> <p>£150</p>
<p>Enhance the capability of the Academies Google classroom to include Google Education Enterprise to maximise its functionality.</p>	<p>Improved functionality on Google to allow better quality of CPD and the use of Google flow for remote lessons.</p> <ul style="list-style-type: none"> <li>❑ Google education available</li> </ul>	<p><a href="#">EEF COVID19 support guide for schools</a> highlights supporting great teaching through high quality CPD and support for staff. Current lockdown limits this to online so will require improved platform capabilities.</p>	<p>Ensure purchase and upload to the system by ICT network manager.</p> <p>Use digital leads to produce how-to guides and training for staff in utilising new capabilities.</p>	<p>RJO</p>	<p>12th February</p>	<p>£ 4000</p>	<p>£4000</p>

	<input type="checkbox"/> Staff trained and using effectively						
Total budgeted cost tar:							£7560
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	Review date	Costs	Sub total
Implement a series of one to one and small group catch up tutoring for Year 10 and Key Stage three year groups in core subjects using MyTutor as a provider. Available to all students with a particular focus on Disadvantaged students.	Improved progress and attainment scores for Year 10 in interim assessments.	<a href="#">EEF toolkit</a> suggests one to one or very small group tuition can have upto 5+ months impact on attainment. Key factors must include training of tutors and liaison between class teacher and tutor.	Use of national tutor programme accredited MyTutor platform for tuition for Year Ten students in core subjects. Contact will be maintained through the system between tutors and subject teachers to ensure the correct material is covered.	RST	April 2021	MyTutor Costs Y10 Maths = £8,363	£8,363
	Improved attainment and progress scores for Y7,8 & 9 in GL assessment suite tests.		Use of MyTutor for targeted one to one tuition in Maths and Science for Year 7. EEF evidence suggests early interventions work best when targeted at younger year groups. Support for 60 students across 15 weeks.	CMH	April 2021	£19800	£19800
Appoint two TeachFirst learning mentors to support disadvantaged	Improved attendance, progress and	<a href="#">EEF toolkit</a> suggests one to one or very small group tuition can have upto 5+ months impact on attainment. Key factors must include training of tutors and	Use of 2 TeachFirst tutors for small group and one to one tuition support in English and Humanities led by head of	JLA	May 2021	£3,606 for Employers NI and LGPS Pension Payments	£3606

students with small group and one to one tuition in English engagement with work either remotely or in the Academy	attainment data for cohort of students.	liaison between class teacher and tutor.	English as part of NPQSL line managed by the Head teacher.																												
Extend the Lexonic literacy intervention by a further year	Improved reading SAS data for KS3 intervention groups.  Reduction in the number and percentage in each KS3 year group of students in the lowest stanines.	Current reading ages show that lockdown and missed reading time has resulted in some years data regressing:  <table border="1"> <thead> <tr> <th>Current Year (Sept 2020)</th> <th>Mean SAS Autumn 18</th> <th>Mean SAS Summer 19/Autumn 19</th> <th>Mean SAS Autumn 20</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>N/A</td> <td>N/A</td> <td>103.6</td> </tr> <tr> <td>8</td> <td>N/A</td> <td>102.8</td> <td>102.6</td> </tr> <tr> <td>9</td> <td>98.8</td> <td>102.6</td> <td>99.2</td> </tr> <tr> <td>10</td> <td>100.9</td> <td>103.1</td> <td>101.1</td> </tr> <tr> <td>11</td> <td>99.1</td> <td>101.4</td> <td>N/A</td> </tr> </tbody> </table> In addition a proportion of students in each year group remain in the lowest stanines for reading.  Lexonic as a small group tuition intervention has	Current Year (Sept 2020)	Mean SAS Autumn 18	Mean SAS Summer 19/Autumn 19	Mean SAS Autumn 20	7	N/A	N/A	103.6	8	N/A	102.8	102.6	9	98.8	102.6	99.2	10	100.9	103.1	101.1	11	99.1	101.4	N/A	Through a detailed logic model outlining a clear strategy for implementation of this program. Staff in place have already completed extensive training and have a years experience.	RJO	October 2021	£16177	£16177
Current Year (Sept 2020)	Mean SAS Autumn 18	Mean SAS Summer 19/Autumn 19	Mean SAS Autumn 20																												
7	N/A	N/A	103.6																												
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Ensure EHCP and SEND register students are reviewed and one page pupil profiles updated on return from lockdown.	SMCA staff, SEND students and parents are aware of challenges and issues from lockdown which can be planned for as part of one page pupil profile process.	EEF evidence on closer links between school and parents. SENDIAS advice on supporting students return to school.	Monitoring of EHCP reviews and parent voice through SEND drop in session in the summer.	HDS	May 2021	0	0																								
Total budgeted cost targeted support:							£47 946																								

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?	Costs	Sub total
Invest in a parents evening portal to improve engagement with parent consultation evenings.	Improved engagement with parents face to face consultations.	EEF guidance on parental engagement suggests: "Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance"	Offer training and support to staff. Ensure an alternative phone call or face to face is offered to parents who lack ICT to take part in meetings.	PGI	June 2021	£1000	£1000
Secure additional time with the Academy's careers advisor to recover lost time with Y11 and KS3 students.	Improved aspirations for students. Sustained and improving destinations data.	EEF guidance suggests that better targeted careers advice will support students from disadvantaged backgrounds more effectively in terms of destinations.	Attendance registers for sessions and review of provision with advisor.	JLE	July 2021	£ 180 per day	£900
Arrange work experience for targeted Y11 students following missed opportunity in Y10 due to lock down.	Improved knowledge of available offers for Y11 students. Improved destinations data.	GATSBY benchmarks suggest a meaningful employer experience for students has a positive impact on future aspirations.	Monitor student attendance with work experience virtual visits by support staff.	JLE	July 2021	£4000	£4000
Total budgeted cost:							£5900
Overall cost:							£61,406
<p><b>This spending represents the projected costs for academic interventions for 2020-21 and early 2021-22. The remaining £23,394 will be allocated for the start of the academic year 2021-22 along with expected further funding from the DfE.</b></p>							



