

# Covid-19 Catch-up Premium 2020-21

The government COVID-19 catch-up premium has been established to mitigate the effects of the unique disruption caused by coronavirus. The grant was initially made available for the 2020-2021 academic year, however during the third national lockdown in January 2021 increased funds were announced for the 2021-22 academic year.

Schools should identify barriers to learning as a direct result of the pandemic and use this funding for specific activities to support students to catch up for lost teaching time over the previous months. It is important that recognition is made of the disproportionate impact that the pandemic will have had upon different groups of students and their families.

**The allocated Catch-up Premium for 2020-21 is £61,040**

I. Barriers to future attainment due to the Coronavirus pandemic	
<b>In-school barriers</b> ( <i>issues to be addressed in school</i> )	
<b>A.</b>	Lost curriculum time has resulted in significant gaps in knowledge and consequently less rapid progress towards Academy expectations.
<b>B.</b>	Literacy and numeracy support will have been impeded during remote learning and therefore require targeted actions
<b>C.</b>	Students with additional needs are likely to be more affected by the pandemic and therefore require more proportionate support and encouragement.
<b>External barriers</b> ( <i>issues to be addressed via improved communication and support strategies</i> )	
<b>D.</b>	Some students will have been subject to a poor home learning environment with an inconsistent amount of parental support
<b>E.</b>	Access to technology and remote learning will have impeded progress of disadvantaged students disproportionately

To ensure that funds are well spent at the Orme Academy we will be using this summary of suggested best practice from the Education Endowment Foundation:

Overall strategy area	Specific strategies
<b>Teaching and whole-school strategies</b>	<i>Supporting great teaching</i> <i>Pupil assessment and feedback</i> <i>Transition support</i>
<b>Targeted approaches</b>	<i>One to one and small group tuition</i> <i>Intervention programmes</i> <i>Extended school time</i>
<b>Wider strategies</b>	<i>Supporting parents and carers</i> <i>Access to technology</i> <i>Summer support</i>

As with all government funding, school leaders Academy Councillors must be able to account for how the money is being used. The impact and spending strategy for this Catch-up premium will be reviewed at Academy Council meetings throughout the 2020-2021 academic year. When Ofsted re-commence routine inspections, they will make judgements about the quality of education being provided which will include how you are using the funding to ensure the curriculum has a positive impact on all pupils.

<b>4. Desired outcomes</b> <i>(desired outcomes and how they will be measured)</i>		Success criteria	Actions	Cost	Monitoring
<b>A.1</b>	Quality First Teaching provided for all students	85% of lessons observed show high quality explanations, modelling and systematic checking that leads to students making good progress	<p>Personalised professional development opportunities through a programme of Continual Professional Development.</p> <p>Instructional coaching for colleagues where support is needed to identify and subsequently meet needs arising as a result of lost curriculum time.</p>	<b>£9,000</b>	<p>Assessment updates</p> <p>Fixed Line Management Agenda</p> <p>In line with Academy Quality Assurance cycle for Learning and Teaching</p>
<b>A.2</b>	Assessment, marking and feedback of students work undertaken during remote learning is effective.	There is evidence of feedback leading to progress in 85% of book trawls as part of the FLMA in students across all key stages and all departments	Provide pupils with high-quality feedback, building on accurate assessment.	<b>£6,000</b>	<p>Fixed Line Management Agenda</p> <p>Work scrutiny</p>
<b>A.3</b>	Key Stage 2-3 Transition procedures are fit for purpose	Percentage of current Year 7 students on or above track significantly increased	<p>Review of 2019-20 procedure</p> <p>Setting appropriate to Covid-19 Risk Assessment</p> <p>Professional development and training for key members of the pastoral team involved in gathering information from primary partners</p>	<b>£4,000</b>	CPD Offer

<b>B.1</b>	Key Stage 3 Literacy tutoring programme	All students identified for the programme on or above track by the end of the academic year	Identified students have been selected for catch up tutoring (list available on request) All additional lessons will be delivered by a qualified English teacher with smaller ratios when compared to traditional class sizes.	<b>£8,000</b>	Assessment updates  Fixed Line Management Agenda  In line with Academy Quality Assurance cycle for Learning and Teaching
<b>B.2</b>	Key Stage 3 Numeracy tutoring programme	All students identified for the programme on or above track by the end of the academic year	Identified students have been selected for catch up tutoring (list available on request) All additional lessons will be delivered by a qualified Maths teacher with smaller ratios when compared to traditional class sizes.	<b>£10,500</b>	Assessment updates  Fixed Line Management Agenda  In line with Academy Quality Assurance cycle for Learning and Teaching
<b>C</b>	Students with additional needs make progress in line with Academy expectations	All students identified for the programme on or above track by the end of the academic year	1:1 mentoring / emotional coaching for vulnerable students with identified SEMH needs as a result social isolation  Additional 1:1 reading support for students who would have qualified for Catch-up support after transition	<b>£8,500</b>	Student Information Sheets  Safeguarding records

			1:1 ELSA support for students with SEND needs that have been heightened by the pandemic		ELSA referral documentation
<b>D</b>	All students engaged in online learning throughout the full school day	PP students, students with SEND and additional needs make progress in line with non-PP / non-SEND students	LSAs make twice weekly calls to all students with an EHCP or identified as SENK  Pastoral Support Officers prioritise families for intensive coaching	<b>£7,000</b>	Online Engagement data
<b>E</b>	All students able to access lessons via a remote device fit for purpose	Ensure progress of K43 students with no home access or electronic devices in the event of lockdown.	Refurbishment of desktop PCs in order to make available a stock for short term loan in support home learning.  Improvements in classroom provision in order to facilitate online teaching (ie webcams, speakers etc.)	<b>£8,040</b>	ICT access data