

COVID Catch-up Premium Report



COVID Catch-up Premium Spending: Summary

SUMMARY INFORMATION			
Total number of pupils:	80	Amount of catch-up premium received per pupil:	£240
Total catch-up premium budget:	£19,200		

STRATEGY STATEMENT
<p>The strategy for the effective use of the COVID-19 Catch-up Premium funding is to significantly develop and improve engagement with education from all pupils following the significant disruption caused by COVID-19 at the Academy. The primary focus will be on those pupils who, following the national lockdowns and local restrictions, are not engaging with their education in a meaningful way, thereby limiting their ability to meet their potential and achieve positive outcomes.</p> <ul style="list-style-type: none">A number of pupils, predominantly from Key Stage 4, are not accessing the provision to the extent they were prior to the COVID-19 pandemic; understandably this is a significant concern for the Academy. These young people are not attending school and consequently not making any academic progress. The very low attendance of some pupils is most certainly going to jeopardize their long term future, particularly for life post compulsory education. <p>The second area of focus will also be providing additional interventions within the Academy to tackle gaps in pupils' knowledge and learning as a result of the lockdowns which have been in place during the year; this will be through the establishment of a timetable of intervention sessions, delivered to pupils across all key stages. Those pupils requiring this additional level of support, they will be identified by DSLs and class teachers.</p> <ul style="list-style-type: none">Our intention here is to plan and deliver a range of bespoke interventions to those pupils most adversely effected by the COVID-19 pandemic. We will establish which pupils at the Academy are at an increased risk of the attainment gap being increased, this will be done through feedback from class teachers; we will then identify common trends / themes where possible, and finally we will plan and deliver a programme of interventions to the identified pupils to reduce the attainment gap between disadvantaged pupils and their peers. We will source a range of learning materials to be used both in the classroom and at home to further support pupils and meet their needs

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Literacy levels, particularly in Key Stage 2 have become an increased concern this academic year. It is clear that many of our younger pupils have not been working at home during lockdown and have become increasingly de-skilled. The primary areas of concerns regarding Literacy are pupils' reading and their handwriting skills.
B	Numeracy has also been identified as an issue of concern, this is most evident in our youngest cohort within Key Stage 2; due to not actively engaging in regular Numeracy work at home during lockdown gaps have become more apparent
C	Social skills / well-being; understandably this is an area of concern. As an Alternative Provision this is an on-going area of focus, following lockdowns this has become an increasingly important area to develop and support pupils with. This potentially impacts on pupils throughout all key stages in the Academy and will be an area to develop this year for targeted pupils.

ADDITIONAL BARRIERS

External barriers:

D	Attendance for some pupils has been very poor to date so far this academic year; this is most notable for some pupils in Key Stage 4 - particularly in Year 11. Parents / cares for some pupils are most certainly struggling to support their children coming to school – for a wide range of reasons.
E	Some families have been impacted by the economic / financial impact of COVID-19 much more than others; this includes families struggling to be able to afford school uniform, to pay for transport to school and to pay for school meals.
F	As with Point E, a number of our families have found it difficult to support pupils in regards to accessing remote learning; many families have limited access to ICT and internet access – impacting on pupils' ability to access elements of remote learning.

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?
To provide training to all class based staff to develop knowledge and skills in addressing issues relating to SEMH and associated barriers to learning. £1,500	All class based staff will engage in training provide from within the Calderdale Specialist Provision Cluster on key issues relating to SEMH. This will then be used in Form Time, PSHCE lesson and additional interventions to improve practice.	Some feedback from staff this academic year has made it apparent that some pupils have found, and continue to find the pandemic to be very difficult to process and manage. If all classroom staff are better informed of triggers, cues and ways of supporting pupils with this issue, based on sound neuroscientific research we will be better positioned to support pupils during moments of crisis.	Training will be delivered by colleagues from within the Specialist Provision sector within Calderdale; the foci for the training will be designed by the Headteacher and Deputy Headteacher based on feedback from staff at the Academy. Practice will then be observed during Learning Walks throughout the academic year.	PH & RA	Jun 2020
Total budgeted cost:					£1,500
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?
Procurement of English resource for lower KS2 pupils. (£1,250)	Reading, spelling and comprehension skills increased to reduce gaps with peers.	Read, Write Inc. resource is recognised as an invaluable teaching and learning resource to support rapid gains being made by pupils.	Implementation of the new resources will be monitored through Learning Walks and Marking and Feedback Scrutinies.	PH & LM	Feb 2020

Procurement of additional English resources - books aimed at less able learners to promote increased accessibility. (£250)	Books which are more accessible to pupils in KS2 to promote increased engagement.	New range of books which are more accurately matched to current cohort needs and interests.	Implementation of the new resources will be monitored through Learning Walks conducted throughout the academic year.	PH & LM	April 2020
Procurement of new handwriting programme to develop Literacy skills. (£400)	Pupils' recording / handwriting will improve over the year and allow them to become more effective learners.	Penpals for Handwriting resource is widely used in primary settings, has also been used successfully by staff in other settings to improve recording / handwriting of pupils.	Implementation of the new resources will be monitored through Learning Walks and Marking and Feedback Scrutinies.	PH & LM	April 2020
Procurement of new Numeracy resources to support pupils key skills and knowledge. (£1,100)	Pupils' core Numeracy skills will develop and gaps will be addressed.	Real Shanghai Mathematics resources, including Pupil Practice Books and Pupil Textbooks. Renowned and widely used resource which is available at a range of levels to address pupils' needs.	Implementation of the new resources will be monitored through Learning Walks and Marking and Feedback Scrutinies.	PH, LM & CH	July 2020
Total budgeted cost:					£3,000
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?

Increased staffing to develop and improve pupil attendance for school refusers. (£7,250)	Attendance for targeted pupils will increase during the academic year.	Being an AP Academy, attendance is always an issue for some cohorts within our setting. This concern has been exacerbated by the COVID-19 pandemic. Limited impact can be made internally at the Academy. Direct engagement with pupils and their families makes the biggest impact to promoting attendance.	Headteacher and Deputy Headteacher will identify pupils of concern and coordinate the support package offered to each pupil. This will be monitored on a weekly basis in Academy Welfare meetings.	PH, RA & AL	April 2020 & July 2020
Increased staffing to provide additional support to parents / carers. (£7,250)	Parents / carers will receive bespoke support based on their unique needs to help them manage pupil engagement with the Academy and address any other identified barriers to learning.	The Academy has higher than average numbers of pupils who are CLA, CP, CiN and Pupil Premium; many of our parents / carers need increased support during challenging times and this will allow us to offer this more readily. We will be able to support those in need in order to help them access the support and specialism of other agencies in the local authority.	Headteacher and Deputy Headteacher will identify pupils of concern and coordinate the support package offered to each pupil. This will be monitored on a weekly basis in Academy Welfare meetings.	PH, RA & AL	
Total budgeted cost:					£14,500

ADDITIONAL INFORMATION

Due to the more specialist nature of our setting and the premium placed on pupil / staff relationships; often our highest scoring aspect when we conduct Pupil Attitudes to Self and School (PASS) surveys with the pupils; we will aim as much as possible to deliver all of the actions detailed above 'in-house'. We will use the bulk of the catch-up money to fund an additional member of support staff, allowing an established member of our team to be in essence 'seconded' to the new role which will be to improve school attendance and parent / carer engagement.