

# COVID catch-up premium report 2020-21

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## COVID catch-up premium spending: summary

Total number of pupils:	658
Amount of catch-up premium received per pupil:	£79.88
Total catch-up premium budget:	£52560
<b>TOTAL SPEND</b>	<b>£75283</b>

## STRATEGY STATEMENT

### **Catch-up priorities**

The Dukeries Academy aims to ensure that all students have full access to learning and the required resources to ensure continuity in their education despite the barriers created by COVID. Rapid intervention and support will be provided to those students identified as falling behind their peers as a result of the pandemic in order to close the gaps. Specific focused intervention will be provided for students who are disadvantaged, as progress information indicates they have been disproportionately impacted by the absence from Academy-based learning due to the pandemic.

### **Core approaches**

- Staff training to ensure all staff can lead and manage remote learning session.
- Staff training to share best practice and to develop subject specific interventions to ensure curriculum gaps are effectively closed.
- Intervention through additional sessions, specialist tutors, web-based packages, online tutors to close specific gaps for targeted students.
- Provision of IT resources to ensure students can access the full range of resources as well as their full curriculum when needing to work remotely and academy-based equipment to ensure all staff can provide remote lessons.
- Reading – a core strategy to re-engage students in reading and to improve the reading skills of those below expected reading age. The aim is to improve their reading age, develop their cultural awareness and range of vocabulary and foster an enjoyment for reading widely and often.
- Revision Guides to ensure students in Years 11 have access to full syllabus content in addition to their work through lessons allowing them to see the bigger picture and focus on key areas.

### **Overall aims of our catch-up premium strategy**

- To reduce the attainment gap between disadvantaged students and their peers.
- To raise the attainment of all students to close the gap created by COVID-19 school closures.
- To ensure students in Year 11 excel in examinations in 2021
- To improve reading, English and mathematics in Year 7 students so that they can fully access their curriculum and make strong progress including closing the gaps accrued due to COVID.

## Barriers to learning

<b>BARRIERS TO FUTURE ATTAINMENT</b>	
Academic barriers:	
A	Low levels of literacy and numeracy.
B	Gaps in learning as a result of reduced Year 6 curriculum provision for current Year 7.
C	Identification and addressing gaps in learning as a result of COVID Lockdown and student isolation, particularly for students in Year 10 and 11.

<b>ADDITIONAL BARRIERS</b>	
External barriers:	
D	Lack of suitable IT provision/internet access, at home, to access remote learning and online learning resources.
E	Parental engagement to support learning – including parents' evenings.
F	Mental Health and Well-being

## 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>Ongoing PD for staff related extended lesson time and Blended/Remote Learning.</p> <p>Purchase of 'Learning Walkthrus' for all staff (£500)</p>	<p>The quality of teaching and learning continues to be excellent.</p> <p>Staff are confident in delivering effective 'double lessons' using TDA Method.</p> <p>Staff adapt learning to incorporate misconceptions and gaps from COVID Lockdown</p> <p>Remote Learning increases in sophistication</p>	<p>COVID Response: Reduce transition between lessons and contact between teachers and students to minimise risk of transmission.</p> <p>Expected students' absence do to COVID isolation and the potential of a further lockdown</p>	<p>Scrutiny of student books</p> <p>Lesson visits</p> <p>Analysis of assessment data</p> <p>Feedback from stakeholders</p> <p>Evaluation of Remote Learning lessons and curriculum</p>	Mike Brett	Half termly QA cycles

Purchase new PSHE curriculum material: Jigsaw (£1000)	Increase in the depth and quality of the taught PSHE curriculum resulting in gaps in the PSHE curriculum due to lockdown being closed and the development of confident, resilient students.	Students experiencing high levels of context-based challenges as a result of COVID which requires enhanced taught PSHE and mental health and well-being support.  Current provision requires enhancement and updating to support non-specialist delivery.	Student feedback Lesson visits Work scrutiny	Jacqui Ferris	Half termly QA cycles
<b>Total budgeted cost:</b>					£1500
<b>Targeted support</b>					
<b>Action</b>	<b>Intended outcome and success criteria</b>	<b>What's the evidence and rationale for this choice?</b>	<b>How will you make sure it's implemented well?</b>	<b>Staff lead</b>	<b>When will you review this?</b>
Year 7 English Intervention Tutoring (£2112.50)	Accelerated progress in reading, writing and SPAG, for targeted students, resulting in them closing the attainment gap with their peers	Academy is committed to ensuring every student excels. Students who are have gaps in their learning to be quickly identified and supported to catch up.  EEF Teaching and Learning Toolkits	Evaluation of assessment data compared to baseline	Craig Mellors	Half termly

Year 7 Maths Intervention Tutoring (£4225.00)	Accelerated progress in maths, for targeted students, resulting in them closing the attainment gap with their peers	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</a> <ul style="list-style-type: none"> <li>• One to One Tuition</li> <li>• Reading Comprehension Strategies</li> <li>• Small Group Tuition</li> </ul>	QA of interventions through observation and work scrutiny  Students feedback		
Year 7 1 to 1 Reading programme (£1014.00)	Accelerated progress in reading age data for targeted students closing the attainment gap with their peers				
Year 7 SEND Focused English and Maths Intervention (£4225.00)	Accelerated progress in English and maths for targeted students (below SS 88 equivalent) closing the attainment gap with their peers			Vicky Watson	
Individual and small group targeted online tutoring by My Tutor (£7531.25)	Targeted Year 11 students will be making strong progress in Maths and Science and closing the gaps accrued due to COVID-19 and with their peers.	To improve the progress of students in Year 11 Maths and Science (especially boys) Assessment information highlights this as a key priority. Highly effective intervention that has been successful previously. Strong engagement when used with previous cohorts.  EEF Teaching and Learning Toolkits <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</a> <ul style="list-style-type: none"> <li>• One to One Tuition</li> <li>• Small Group Tuition</li> </ul>	Evaluation of assessment information over time. QA of the sessions Student feedback Teacher feedback	Lindsey Maycock	Half termly and following Assessment Points
<b>Total budgeted cost:</b>					£19107.50

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?
Provision of IT hardware resources (£15215)	All students have the hardware and internet access to support catch-up and can fully engage in remote learning as required.	Academy home IT audit identifying deficiencies in students' devices and IT access.	Feedback from stakeholders  Further IT audits at termly intervals	Ged Rae	Termly
Enhance online learning/revision support through purchasing in implementing GCSEPod (£2547.40)	KS4 students can target independent intervention and revision, using high quality online material, directly linked to teacher feedback and QLA.	ATT Trust wide decision to implement this software based on impact at academies within the group.  Strong case study evidence of impact for GCSEpod	Analysis of software use and online assessment data  Evaluation of assessment data  Feedback from stakeholders	Lindsey Maycock	Half termly and following Assessment Points.
Provide full suite of Revision Guides for all Year 10 and 11 students.  Provide training for students and staff on effective use of (£9500)	All KS4 students have the high-quality revision resources, at home, in preparation for their examinations	Ensuring all students have full curriculum content for all subjects, particularly covering gaps in learning as a result of COVID, as they prepare for examinations.  Need to develop pedagogy and staff/ student understanding of how to use revision guides effectively	Evaluation of assessment point data  Stakeholder feedback	Lindsey Maycock	Assessment Points

<p>Implementation of Year 11 Period 7 provision</p> <p>Cost of 'Late Bus' transport to ensure all students can attend. (£26000)</p>	<p>Students will make strong progress in GCSE/BTEC courses.</p> <p>Gaps identified from COVID closure addressed</p>	<p>Creating additional contact time with teachers to address gaps in learning in build up to examinations in 2021.</p>	<p>Analysis is ongoing assessment and examination data.</p> <p>QA of P7 lessons through lesson observation and moderation of materials</p>	<p>James Robinson/Lindsey Maycock</p>	<p>Assessment Points</p> <p>Half termly QA cycles</p>
<p>GL Assessment (CAT tests and Reading Tests)</p>	<p>Baseline testing of all Y7 students supports appropriate setting.</p> <p>The year 7 curriculum will be appropriately challenging and leading to strong progress including closing the gaps accrued due to COVID-19.</p>	<p>To identify new students quickly in order to be able to put in place targeted intervention and ensure the curriculum is appropriate.</p> <p>To provide standardised national scale data in the absence of KS2 data and to support internal baseline assessments.</p>	<p>External assessment to validate results for the academy and against national standards.</p> <p>SLT analysis and planning to share ideas and ensure all aspects of the curriculum are considered.</p>	<p>James Robinson</p>	<p>Assessment Points</p>
<p>Mental Health and Well-being training for staff (£600)</p>	<p>All staff trained and confident to provide support and signpost intervention for students and staff</p>	<p><a href="https://www.mentalhealth.org.uk/publications/impacts-lockdown-mental-health-children-and-young-people">https://www.mentalhealth.org.uk/publications/impacts-lockdown-mental-health-children-and-young-people</a></p> <p>All staff required to be fully equipped to support students when facing MHW challenges as a result of COVID</p>	<p>Feedback from staff and students.</p> <p>Analysis and evaluation of reporting and signposting activity</p>	<p>Jacqui Ferris</p>	<p>Half termly</p>



Purchase online Parents' Evening software - SchoolCloud (£813.60)	Increased attendance/engagement at Parents' Evenings	Internal data which shows inconsistent attendance at Parents' Evenings  Minimise risk of having large numbers of parents/carers attending the academy  Evidence of improved engagement at other ATT academies	Evaluation of parental attendance data. Stakeholder feedback	James Robinson	Review after each event with lessons learned implemented
<b>Total budgeted cost:</b>					£54676