

Catch up premium: Coronavirus (COVID19) strategy statement

Version 1 | May 2021

Academy name: The St Leonards Academy

What is the catch-up funding for?

- In June 2020 the government announced £1 billion of funding to support children and young people to catch up on missed learning caused by coronavirus (COVID19). This is especially important for the most vulnerable pupils and pupils from disadvantaged backgrounds who we know have been most affected.

How will we use the catch-up premium?

- Because we know our pupils well, we will use this funding in a way that suits them and their circumstances, but we will use it for specific activities to help them catch up on missed learning.
- We will particularly focus on disadvantaged and vulnerable pupils as we know that they have been most affected.

How do we ensure that our spending is effective?

- By ensuring that our spending is in line with our catch-up priorities
- Through regular monitoring of student data
- By evaluating and reviewing our strategy

C19 Catch up premium – academic year 2020/21

1. How we intend to spend the grant

We have used Barry Carpenters 5 levers to indicate where spending needs to be allocated.

Lever 1 - The loss of friendship and social interaction £60,847.40

- The purchase of 335 laptops for students to access remote learning and maintain communication with the school and their peers.
- The establishment of student leadership and welfare groups which includes head boy and girl for each year group, a model UN, LGBTQI+ awareness group and anti-bullying ambassadors. These groups have been awarded funding to establish support hubs within the school to offer rooms and areas where support, advice and friendship can be found during break times and after school. The groups also provide after school clubs and activities, student leadership opportunities as well as providing a platform for students to provide a strong student voice.

Lever 2 - The loss of routine £10,000

- Purchase of Seneca as an online learning platform to subsidise the Microsoft Teams provision and remote learning package.
- Year 11 recovery and intervention for every year 11 student in school. A full week of year 11 'subject interventions' was offered to every year 11 student to help prepare them for the formal school-based assessments that replace the 2021 GCSEs. This programme ran from the 12th to the 16th of April.

Lever 3 - The loss of structure £32,000

- The recruitment of a social inclusion manager to work specifically with a case load of over 30 vulnerable students and their families. Their role is to support the child's mental health and wellbeing throughout lockdown and support their return to school, ensuring that they are offered and access a suitable package of professional support in school and through external agencies.

Lever 4 - The loss of opportunity £7110.75

- Purchase of bikes and helmets for children to be able to readily access a mode of transport to and from school
- Student recovery programme offering 150 children and their families funding to purchase a range of activities and experiences for students and their families ranging from days out, clubs, gym memberships, horse riding, music and dance lessons as well as fitness classes.

Lever 5 - The loss of freedom. £7,700

- An Easter 'catch up' creative workshop programme was delivered for three full days from 7th-9th of April offering a range of 13 creative workshops for over 166 students each day. Food was provided during these workshops. The aim was to provide a wide range of opportunities in sport, art and performance that students may have missed out during the period of national lockdown.

2. How the effect of this expenditure on the educational attainment of our pupils will be assessed

Collection of data has started already. The data collected will consider educational attainment but will have a strong focus on measuring progress against addressing the 5 levers as detailed above. We will collect data to assess impact in the following ways.

- Parent and student voice – All families had to complete an application form with a parent and student survey, questioning the impact lockdown has had on the child in terms of the 5 losses. This questionnaire will be repeated at the end of the academic year to gather qualitative comparison of the impact of funding.
- Student assessment data – Year 11 data will be collected at the end of the academic year to measure the impact of the year 11 Easter intervention programme and the use of Seneca.
- Seneca data – Data from the online platform will measure engagement and academic progress of students.
- Student surveys and evaluations – These are used after each intervention has been delivered to measure the effectiveness of each intervention in addressing each of the 5 levers.
- Attendance to school – Attendance figures for children accessing learning either remotely or physically.
- Case studies for children who access level 3 and 4 support on the 'Continuum of Need' - There will be clear and rapid progression for students who access or need to access level 3 and 4 support. Progression will be swift and effective and result in children accessing the right help at the right time.