University of Brighton Academies Trust

Version 1 | May 2021

Academy name: The Hastings 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

1. How we intend to spend the grant

£52.9k laptops x 90
£18.1k Tutoring/Mentoring
Total £71k

Laptops
90 laptops purchased with storage cabinets

The academy had re-modelled its KS3 curriculum to inform additional IT within this curriculum offer.

The additional laptops have enabled this additional learning opportunity within the KS3 curriculum, thus ensuring the breadth and depth of learning through technology.

The 3 suites of laptop trolleys enabled seamless learning for IT based lessons at KS3 and KS4, to be delivered within the year group bubbles alongside providing the additional much needed resources to be able to fully deliver the KS3 IT curriculum offer.

Tutoring and mentoring
£18.1k:
English 30% 444 hours
Maths 30% 444 hours
MFL 10% 148 hours
Hums 10% 148 hours
KS3 Lit 10% 148 hours
KS3 Num !0% 148 hours

Mentors appointed: English, Maths, Humanities and French (how often x size)
Mentoring for HUMS
2 focus groups of 7-8 students, including PPi/SEN and disadvantaged students.
Focus on catch-up, general GCSE history for Year 10 students. This will roll over to Y11
Mentoring for English
2 focus groups in Y7 and Y8 of 6/7 students
1 day a week
Focus on basic literacy and phonics in an aim to catch them up alongside their English lessons and library lessons.
Mentoring for Maths:
Totals of 30 Year 10 students in 9 groups, on a Monday, Wednesday or Friday after school with three TAS.
Three groups are from the higher classes studying at level 3-4
six groups from foundation groups studying levels 1 - 2
Mix of SEN, PP and disadvantaged

Mentoring for Science:
Three full days with groups of 6 students.
4 groups of six students who are underperforming following lockdown mixed PP and SEN
Focus is Y11 exam prep and Y10 curriculum support2

Mentoring for MFL:
2 focus groups for both French and Spanish
Each group to be mentored once per week (Wed / Thurs)
This includes PPi/SEN and disadvantaged students.
Focus on Speaking skill & catch-up for Year 10 students.

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

Laptops

Laptops have secured seamless delivery of the KS3 IT curriculum offer

Laptops have secured delivery of IT across the curriculum within year group bubbles, thus supporting delivery of the planned curriculum through access to IT resources

Laptops have enabled all KS4 students to maintain their progress in their IT based lessons, thus delivering the full curriculum offer at this crucial stage

Access to additional IT resources has supported uptake and the academy being able to offer courses for Year 9 into Year 10 options, where planned curriculum presents solid foundation and understanding of IT applications:

- GCSE Business Studies -31 students
- BTEC Digital IT -23 students
- GCSE Music – 12 students
- BTEC Music – 7 students
- GCSE 3D Art & Design 14 students
- GCSE Photography – 52 students
- GCSE Design Technology -
- GCSE Food Technology -27 students
- BTEC Food – 23 students
- BTEC Sport – 41 students

These figures above show planned student numbers for academic year 2021-22. The additional IT resources has supported students' access to a full KS 3 curriculum which has supported slearning experiences and informed choices.

Access to additional IT resources has also supported uptake and the academy being able to offer courses for Year 8 into Year 9 in our creative pathways. Students in Year 9 have the opportunity to follow x3 creative pathways in Year 9. This allows them to follow interests and prepare them for choices into our KS4 options programme.

Mentoring and Tutoring

Identified students involved in mentoring and tutoring will be target group on data analysis.

Monitoring of student attendance (school attendance and Tutoring programme). The analysis of the data will look for improved trend in attendance during term 5 and Term 6, improved attendance will result in improved engagement and student outcomes.

Monitoring of student Behaviour and Reward points through classcharts. The analysis of the data will look for improved trend in Behaviour and Reward points term 5 and Term 6, improved data will show trend in improved engagement and student motivation and aspirations to succeed.

Data Captures

Year 7 and 8 Students will be monitored and assessed against the Key Stage 3 Hastings Academy progress Grids. Students in Year 7 and 8 have Data Capture information for this Academic Year, Data Capture 3 completed in Term 6 will be compared to previous data to show progress towards End of Year Goals and identify if student is Meeting, Above or Well Above expectations for Year group. The impact of the programme will show the improvements for students from Below or Well Below expectations.

Year 10 Students will be monitored and assessed against the Key Stage 4 Hastings Academy Goals. Students in Year 10 have Data Capture information for this Academic Year, Data Capture 3 completed in Term 6 will be compared to previous data to show progress towards End of Year Goals and identify if student is making expected, above or exceeding progress towards their End of Year Goal. The impact of the programme will show the improvements for students from Below or Well Below progress.

Learning walks on sessions
Following The Hastings Academy principles to learning walks Middle Level Leaders and Senior Leaders will visit sessions to observe learning, engagement, progress and teaching. The Learning walks will also allow for a capture of student voice.

Student voice
Student Voice questionnaire at the start of the programme to identify student scale scores on Well Being, engagement, perceptions of subject, Knowledge and understanding and skills related to specific subjects. The student Voice questionnaire will be completed at the end of the programme. The impact of the programme will show improved trend in student scaled scores.