

# Catch up premium: Coronavirus (COVID19)

## Strategy statement

Version 1 | December 2021

Academy name: The Burgess Hill Academy

### COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	1047	Amount of catch-up premium received per pupil:	£40.54
Total catch-up premium budget:	£42,445		

#### STRATEGY STATEMENT

The Burgess Hill Academy intends to use the Covid Catch Up Premium to ensure students who have been negatively affected by the Covid-19 pandemic achieve their best possible outcomes, both in terms of their academic success, but also in regards to their wellbeing. Following the disruption of the 'lockdown' and remote learning, many of our students are experiencing 'gaps' in their learning. We aim to spend the Catch Up Premium in a way that efficiently addresses these gaps, and thereby supports our students to achieve the very best they can.

We know that high quality wave 1 teaching is the most effective tool to address inequality and 'lost learning'. Therefore, we are spending a significant proportion of the Catch Up Premium in supporting our teachers to deliver excellent lessons. This includes funding equipment for practical subjects such as PE and the Arts, to give students the experiences they necessarily missed whilst learning at home. Literacy has also been negatively affected by the pandemic, so we are investing in new books, to encourage reading for pleasure as well as to support students in lessons.

We will also be funding new laptops, which students will be able to use at home should we need to return to remote learning, to engage with remote tutoring or to complete homework. In previous lockdowns, we found that whilst many of our families have laptops, they may not have one for each child, thereby having a negative impact on students' ability to engage with their online learning. These laptops will supplement those provided directly by the government.

Finally, we recognize that the pandemic has not only affected students' academic progress, but also their overall wellbeing. We will be funding measures to support students who may struggle to attend school as often as they need to, or whose attendance is intermittent. We will also be funding an 'in-house' counselling service as we recognize that incidence of anxiety, depression and other mental health difficulties has risen over the period of the pandemic.

## Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Gaps in students' learning, whether this affects a group or individual students.
B	Literacy skills, especially in Year 7
C	Gaps in curriculum, identified by Heads of Department

ADDITIONAL BARRIERS	
External barriers:	
D	Inequality of access to technology
E	Students' physical and mental health, especially around anxiety.
F	Low attendance, especially amongst students experiencing deprivation

## 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?	Staff lead	When will you review this?

<p>Focus on the quality of wave 1 teaching.</p> <p>(£2000)</p> <p>Barrier A, B, and C</p>	<p>Ensuring all students experience consistently excellent teaching.</p> <p>All lessons to follow the 'Learning Loop' to enable students to engage metacognitively with their learning.</p> <p>Feedback will encourage students to take responsibility for their own learning, giving them the opportunity and structure to respond to feedback (DIRT time) and improve their work.</p>	<p><a href="#">Metacognition</a> is identified by the the EEF as one of the most effective strategies to impact on student progress, with an effect strength of +7 months.</p> <p>They state: <i>“Metacognition and self-regulation strategies are most effective when embedded in a school’s curriculum and a specific subject lesson.”</i></p> <p>As we work together to further highlight the metacognitive elements of the 'Learning Loop' to students and staff, we will be creating departmental expertise that is specific focused on support students to understand the process of learning specific subjects. This subject-specific, metacognitive learning will support students not only with their exams at TBHA, but in their next steps for lifelong learning.</p>	<p>CPN/KDR</p>	<p>July 2022</p>
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<p>Equipment for PE (£6000)</p> <p>Barriers A, C and E</p>	<p>All students have access to high-quality sports equipment in PE lessons and for extra-curricular clubs.</p> <p>Attendance at extra-curricular clubs rises above pre-pandemic levels.</p> <p>Students' engagement with PE is high, as shown in improved attitudes to learning.</p>	<p>Students' physical health and fitness has deteriorated over the pandemic. This is most marked for students experiencing deprivation, who may not have had access to sports equipment at home.</p> <p>In <a href="#">Early effects of the COVID-19 pandemic on physical activity and sedentary behavior in children living in the U.S.</a>, Dunton, Do and Wang identified that “<i>older children (ages 9–13) vs. younger children (ages 5–8) perceived greater decreases in PA [physical activity] and greater increases in SB [sedentary behavior] from the pre- to early-COVID-19 periods. Children were more likely to perform PA at home indoors or on neighborhood streets during the early- vs. pre-COVID-19 periods.</i>” They concluded that “<i>Short-term changes in PA and SB in reaction to COVID-19 may become permanently entrenched, leading to increased risk of obesity, diabetes, and cardiovascular disease in children</i>”.</p>	<p>RVT</p>	<p>July 2022</p>
<p>Equipment for practical subjects (£6000)</p> <p>Barriers A and C</p>	<p>All students have access to high-quality practical learning across the range of subjects at the Academy.</p> <p>Additional equipment is purchased in order to reduce unnecessary sharing of equipment and thereby the spread of COVID-19.</p> <p>Students are able to experience the excitement of practical learning which they have not been able to access during the pandemic.</p>	<p>EEF <a href="#">identifies Arts Participation</a> as a moderate impact for very low cost.</p> <p>Examples of equipment that will be provided:</p> <ul style="list-style-type: none"> <li>• Digital cameras for photography</li> <li>• PE kit</li> <li>• Sports equipment</li> <li>• Laptops to support with independent learning in Maths</li> <li>• Embroidery hoops, needles and thread for Textiles.</li> </ul>	<p>LSI</p>	<p>April 2022</p>

<p>Books (reading and textbooks)</p> <p>(£5,000)</p> <p>Barriers A, B and C</p>	<p>All students to actively read in tutor time, at least once a week.</p> <p>All students to have the opportunity to engage with exciting, relevant and high quality literature during tutor time.</p> <p>All students to access high quality, relevant textbooks to support their learning in options subjects.</p>	<p>Whilst silent reading has previously been a focus for tutor time every week, this year we are adapting this strategy to improve its effectiveness.</p> <p><b>Tutor Group Class Readers:</b></p> <p>Tutor groups will share the reading of one text, meaning that increased discussion and explanation can impact on those most in need of support in terms of reading. These 'class reader' texts will be chosen for engagement and reading for pleasure, and teachers will be provided with CPD around how to encourage class discussion of what has been read.</p> <p>The EEF identifies <a href="#">reading comprehension</a> teaching as a high impact, low cost strategy.</p> <p><b>Textbooks for Options subjects:</b></p> <p>Students will be able to work from high quality textbooks which directly support the exact specification they are studying. This will not only support high quality teaching and learning in normal lessons, but also lessen disruption in the case of staff absence.</p>	<p>LSI</p>	<p>April 2022</p>
				<p>Total budgeted cost: £19,000</p>
<p>Targeted support</p>				
<p>Action</p>	<p>Intended outcome and success criteria</p>	<p>What's the evidence and rationale for this choice?</p>	<p>Staff lead</p>	<p>When will you review this?</p>

<p>Tutoring for small groups and individual students in Y7-11.</p> <p>(£7000)</p> <p>Barriers A and C</p>	<p>Students identified as underperforming after each data capture are invited to small group tuition with TBHA teachers.</p> <p>100% attendance from invited students to small group tuition sessions.</p> <p>Students who attend small group tuition to improve their attainment in the specific area targeted, by the end of their tutoring period.</p>	<p><a href="#">The EEF identifies small group tutoring</a> as having a moderate impact (+4 months) on students' progress.</p> <p>They found that: "<i>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</i>"</p> <p>A range of evidence will be used to target our small group tuition at students for whom it will have the biggest impact. This will include data from mock exams as well as in-class assessments, to ensure that specific gaps in learning can be addressed.</p>	LSI	July 2022
<p>Attendance</p> <p>(£3000)</p>	<p>Students struggling to attend the Academy consistently will be targeted with a range of strategies.</p> <p>These strategies will be led by the member of SLT responsible for attendance.</p> <p>Interventions could include:</p> <ul style="list-style-type: none"> <li>• Support with travel to and from school</li> <li>• Rewards for improved attendance</li> <li>• Outreach support for families struggling to get children into school</li> <li>• Flexibility in the start of the day, to support students who may be dropping off siblings.</li> </ul>	<p><a href="#">Every day missed is a missed learning opportunity</a> and has a detrimental effect on final educational outcomes. <a href="#">The 2014 DFE report</a> highlights the link between absence and attainment.</p> <p>In the DfE's <a href="#">Improving school attendance: support for schools and local authorities</a>, it is recommended that schools "Have a designated attendance champion in the senior leadership team with clearly assigned responsibilities which are identified within the attendance policy, escalation of procedures and school improvement plan."</p>	RFR	September 2022
				Total budgeted cost: £7000
Other approaches				
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Staff lead	When will you review this?

<p>Laptops</p> <p>(20 x laptops @ £400 each = £8,000)</p> <p>Barrier D</p>	<p>All students, regardless of family income, to be able to engage positively with remote learning (should it be necessary again) or home learning.</p> <p>Some families struggled to enable their children to engage with remote learning due to a lack of technology. This was a particular issue in families with multiple children at The Academy.</p>	<p>In <a href="#">Investigating the impact of laptops on students? learning using Bloom 's learning taxonomy</a>, the value of having individual laptops for students is summarized as: <i>“learning with laptop will provide students with opportunities to develop their knowledge as well as being able to practise what they are learning through the use of educational technology”</i></p>	<p>LSI</p>	<p>July 2022</p>
<p>Believe in You Teens counselling</p> <p>(£5000)</p> <p>Barrier E and F</p>	<p>All students who are put forward to engage with BIYT to have had their first appointment within 6 weeks.</p> <p>Students who take part in sessions to report that they feel happier.</p>	<p>In <a href="#">‘Impacts of lockdown on the mental health of children and young people’ by mental health.org</a> the importance of support in schools is cited especially to combat the effects of COVID and lockdown. <i>“Young people have also expressed worries about how lockdown will affect their educational and career prospects. It is therefore important to ensure that schools are providing support and reassurance to children and young people on how schools will support them to continue to sit exams and apply for further education”</i></p>	<p>AMH</p>	<p>July 2022</p>
<p>Total budgeted cost:</p>				<p>£15000</p>