

COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	1430	Amount of catch-up premium received per pupil:	£40.54
Total catch-up premium budget:	£84,690		

STRATEGY STATEMENT

The St Leonards 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, enrichment opportunities and also in regards to their wellbeing. The disruption and continued disruption caused by COVID 19, 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 proportion of the Catch Up Premium in supporting our teachers to deliver excellent lessons. This includes funding equipment for practical subjects such 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 support for reading and new books, to encourage reading for pleasure as well as to support students in lessons. We will also use the funding to address reading age gaps so that students can access the curriculum. We will use the funding to support targeted students who need intervention in Maths and English. We will do this by investing in staffing for tutoring and additional sessions.

We will also be funding new laptops and online packages, 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 external providers as we recognize that incidence of anxiety, depression and other mental health difficulties has risen over the period of the pandemic.

STRATEGY STATEMENT

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Gaps in students' learning, whether this affects a group or individual students.
B	Reading Skills identified through base line testing.
C	Gaps in curriculum including cultural capital.

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>(£4,000)</p> <p>Barrier A, B, and C</p>	<p>Ensuring all students experience consistently excellent teaching.</p> <p>Use of retrieval practice and questioning to ensure secure knowledge</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>Metacognition 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>July 2022</p>

<p>Equipment/ resources for curriculum areas</p> <p>(£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. Additional after school activities provided.</p> <p>Students' engagement with PE is high, as shown in improved attitudes to learning.</p> <p>All students have access to high-quality cultural experiences. Such as theatre trips and other events.</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 Early effects of the COVID-19 pandemic on physical activity and sedentary behavior in children living in the U.S., Dunton, Do and Wang identified that "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." They concluded that "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".</p>	<p>BTH</p>	<p>July 2022</p>
<p>Curriculum resources to support learning</p> <p>(£10,000)</p> <p>Barriers A and C</p>	<p>Additional resources that support learning outside the classroom and also support learning in the classroom</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 identifies Arts Participation as a moderate impact for very low cost.</p> <p>Examples of equipment that will be provided:</p> <ul style="list-style-type: none"> • Digital cameras for photography • PE kit • Sports equipment • Laptops to support with independent learning in Maths • Embroidery hoops, needles and thread for Textiles. • Additional textbooks and online platforms 	<p>JFS</p>	<p>April 2022</p>

<p>Books (reading and textbooks)</p> <p>(£22,000)</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>Additional capacity to support reading intervention using expert reader programme</p>	<p>Tutor Group Class Readers:</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 reading comprehension teaching as a high impact, low cost strategy.</p> <p>Textbooks for Options subjects:</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>CDE/ DGL</p>	<p>April 2022</p>
				<p>Total budgeted cost: £42,000</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>

Tutoring for small groups and individual students in Y7-11.	Students identified as underperforming after each data capture are invited to small group tuition with TBHA teachers.	The EEF identifies small group tutoring as having a moderate impact (+4 months) on students' progress.	HCA	July 2022
Barriers A and C	100% attendance from invited students to small group tuition sessions.	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> "		
(18,000)	Students who attend small group tuition to improve their attainment in the specific area targeted, by the end of their tutoring period.	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.		
	Additional hours to support tutoring sessions			
Attendance	Additional Hours to support the attendance and pastoral team support a targeted caseload of students	Attendance is a major barrier to learning	EWH	July 2022
(£8,000)	Additional minibus capacity to enable collection of targeted students.			
Total budgeted cost:				£24,000
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 (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 Investigating the impact of laptops on students? learning using Bloom 's learning taxonomy, 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>KHI/ JMI</p>	<p>July 2022</p>
<p>Believe in You Teens counselling</p> <p>Action Your Potential Support for students and Parents</p> <p>Standing Ovation project (£10,000)</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>Action your potential supports students and families with mental health, anxiety and study skills</p> <p>Year 8 have been identified as needing support as they missed a significant chunk of their transition pre and in year 7</p>	<p>In ‘Impacts of lockdown on the mental health of children and young people’ by mental health.org 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>NSU / KHI</p>	<p>July 2022</p>
<p>Total budgeted cost:</p>				<p>£18,000</p>