

Catch Up Premium 2020-2021

Introduction – What is ‘Catch Up’ premium?

Catch Up Premium is additional ‘one-off’ universal funding provided by the Government to schools for the 2020-2021 academic year. It aims to support pupils to catch up for lost learning because of Covid-19.

Haberdashers’ Abraham Darby funding allocation

Funding is allocated to schools in the form of a grant, based upon the number of pupils in Y7-Y11. The Government is allocating an equivalent amount of £80 per pupil, so our expected funding will be in the region of £71,000, payable in three instalments.

What the funding will be used for

It is for the Academy to decide how its ‘Catch Up’ Funding is spent, since we are best placed to assess what additional provision is required to target the individual needs of the pupils at a local level. We are however mindful of best practice, as identified by the [Education Endowment Foundation](#) and will be using this to support and inform our spending decisions.

EEF guidance suggests a three-tiered approach to support curriculum recovery and the closure of gaps.

Teaching & whole school strategies

Targeted support

Wider strategies

Teaching & Whole School Strategies	Targeted Academic Support	Wider Strategies
*High quality teaching for all *Effective diagnostic assessment *Supporting remote learning *Focus upon professional development	*High-quality one to one and small group tuition *Use of teaching assistants and targeted support *Academic tutoring *Planning for pupils with Special Educational Needs and Disabilities (SEND)	*Supporting pupils’ social, emotional and behavioural needs *Communicating with and supporting parents

Except for approximately 50 vulnerable and keyworker pupils who attended school daily throughout lockdown, the majority of pupils followed an online curriculum for approximately twelve weeks (April – July 2020). ‘Buy-in’ to online lessons was variable, even when we removed technology barriers and provided laptops for pupils who were otherwise reliant on mobile phones to access Google Classroom. Some parents/carers seized the opportunity for quality family time and whilst pupils might

not have followed their traditional academic curriculum, they have returned with a range of culinary, gardening and DIY skills and a better awareness of their local surroundings.

It would have been easy to identify a 'catch up' cohort based upon Google Classroom engagement and interaction and using achievement data from the Autumn and Spring terms. However, in doing so we are assuming that if pupils participated, they know and understand the content fully and if they didn't participate, they don't. Consequently, we felt the better strategy would be to make more informed decisions once we got all pupils back into school in the Autumn Term.

Jan-March 2021: 47-127 pupils attended school. All pupils, regardless of location (in school or at home) followed the same curriculum. Aside from some obvious revisions (PE, Drama, Technology) and some minor adaptations (less oracy based work) this is our intended curriculum.

Returning to full time education (Autumn term following Lockdown I and Spring/Summer Term following Lockdown II) has been challenging for a significant number of pupils and as such our initial 'recovery' response has been based around the three R's: ***Restoration, Relationships & Responsiveness***.

Restoration into school life

- >(re-)establishing clear boundaries
- >clear behaviour expectations
- >building self-confidence and esteem

Securing **Relationships**

- >between teachers and pupils
- >between pupils and their peers
- >between school and families

Responsiveness to need [equates to the EEF three tiered approach]

- >pastoral interventions – helping pupils to function in the school environment inc self regulation
- >use of diagnostic and formative assessment at a departmental and class level (in order to identify and plug gaps)
- >maintaining high expectations through curriculum equity
- >academic interventions – see strategy

Issues identified as barriers to learning (Summer 2020; Spring 2021)

Issues	
IN SCHOOL BARRIERS	
1.	Curriculum Gaps – resulting from restructured learning sequences as a result of online learning for our current Y8-Y11 cohorts Curriculum Gaps – practicals (Food, DT), performance (Drama; Music); MFL – fewer opportunities for ‘speaking practice’
2.	Gaps in knowledge that have appeared as a result of remote learning (March – July) Y8- Y11 (and for pupils who didn’t participate in remote learning Jan-March – approx 5%)
3.	Y7 – KS2 curriculum gaps and lack of transition to the Academy. Identifying and plugging gaps
4.	Reading opportunities – invaluable to learning and an excellent way for pupils to relax – re-structuring of the school day and the creation of bubbles has resulted in the loss of mentor time and the LRC becoming inaccessible – All Year Groups
5.	Ensuring pupils are ready and prepared for ‘live’ lessons using Microsoft Teams in the event of a lock down or high rates of staff absence/illness or pupils having to self-isolate – All Year Groups
6.	Y7 and Y12 cohorts – will have limited/no experience of the Google Classroom platform where we are recording homework and storing resources for online work
7.	Gaps in careers advice and guidance – particularly current Y11 and Y13 cohorts
8.	Behaviour, attitude to learning and concentration levels of some pupils have deteriorated following an extended period away from school
9.	Mental Health & Wellbeing: concerns around anxiety and safeguarding issues following lockdown
10.	Re-organisation of the school building into year group bubbles – presents logistical challenges that might impact upon the quality of teaching & learning
11.	Supporting our SEND, disadvantaged and vulnerable pupils when opportunities for intervention have been drastically reduced
EXTERNAL BARRIERS	
12.	Attendance: reducing parent/carer anxiety and ensuring pupils attend school regularly
13.	Not all pupils have appropriate technology & infrastructure to access online learning at home – All Year Groups
14.	The external working environments for some pupils is not sufficient
15.	Variations in staff access to (laptops, visualisers) and experience of using technology and software (Microsoft Teams; GC)

The EEF three tiered approach to recovery @ HAD

Strategy Area	Strategy inc rationale	Cost	Intended Impact/Evaluation
High quality teaching for all [I1; I2].	Recovery curriculum in Weeks 1-4 of Autumn 2020 – all pupils. Ensures all pupils can readily access new academic year curriculum regardless of April-July Covid gaps	N/A	All pupils regardless of GC participation rates will be able to access the 2020-2021 curriculum

	Where appropriate, KS4 Curriculum Learning Journeys modified in light of Exam Board guidance. <u>Review:</u> Recovery Curriculum plans/schedules completed by SL/CL (07/20) and adapted where required once pupils returned to classrooms (09/20) and again (03/21)		
High quality teaching for all [115]	07/20: new laptops with webcam capabilities issued to teaching staff 09/20: Staff training in the use of Microsoft Teams &/or ActivInspire. Visualisers & microphones purchased to facilitate quality explanations/demonstrations by teachers Delivery of high-quality live and recorded remote learning opportunities to pupils ensures pupil buy in 12/20 Access to online training 01/21 Tablets purchased for the Maths department	L: £7000 E: £4500 T: £1000	Staff working from home can 'broadcast' live lessons into the classroom. Pupils have access to a subject expert (as opposed to a cover teacher who might be a subject specialist). Lessons (content and delivery) are more closely aligned to the curriculum journey.
High quality teaching for all [12]	Purchase mini whiteboards and pens for all classrooms (one year supply) Regular low stakes diagnostic testing in lessons to determine gaps and address misconceptions in class. Also provides a workaround for in-lesson Covid 2m safety restrictions EEF: Quality Feedback +8 months	£4000	Gaps in pupil knowledge closed at source in a timely manner by a subject expert NB: Lockdown II – whiteboard.fi was used by some teachers as an alternative.
High quality teaching for all [12]	Homework: regular low stakes testing Use of Seneca Learning, Pixl, Kahoot & Quizlet apps to allow precise diagnosis and re-testing Staff Micro CPD 02/21 EEF: Quality Feedback +8 months	£0	Gaps in pupil knowledge closed at source in a timely manner. Teachers analyse findings and plug gaps in subsequent lesson sequences Google Quizzes & Microsoft forms have been created in all subjects and are being used to close knowledge gaps/diagnose misconceptions at source [02/21]
High quality teaching for all [12]	Introduction of Mastery Maths in Y7. Roll out of Mastery English to Y8 and Y9 in addition to Y7	£2000 £2000	Improved confidence of pupils in English & Maths Subsequent improvement in attainment.

	Both programmes contained a Catch Up element to minimise/close gaps as a result of national lockdown EEF: Mastery Learning +5 months		Maths Mastery Expert visit [06/21] – summary report praised our approach.
High quality teaching for all [18]	Maintaining our focus upon rewarding positive behaviours and empowering staff to manage behaviour we have introduced a new 'ON TASK' behaviour system, based upon the 'Five Pillars' approach [Paul Dix]. Consistent standards and routines in all classrooms should help pupils re-acclimatise to our expectations. Includes 1:1 reparation sessions with teachers and behaviour reflection sessions with Inclusion &/or House Teams <u>Review:</u> data analysis weekly at SLT meeting EEF: Behaviour Interventions +3 months [variable]	TBC	Pupils self-regulate and number of conduct points reduces over time. ↓in the number of FTE & permanent exclusions ↓in behaviour incidences in the classroom 2020-21: A new more rigorous behaviour and conduct tracking system is in place so fair comparisons with previous years isn't possible. In a typical week, post lockdown, 6% of our pupils have needed to reflect upon their behaviour choices in lessons. A small minority of pupils have found it challenging to re-acclimatise to the classroom environment, consequently inclusion and exclusion rates spiked.
Targeted academic support [12]	High quality small group/1:1 tuition with an Academic Mentor (Maths), starting November 2020 [I2] Gaps in subject knowledge to be plugged <u>Review:</u> after End of Unit tests and Data drops Nov 20, Feb 21, April 21 EEF: Sm Group Tuition +4 months	£6000 salary oncosts	Aut HT 2 24 pupils (Y8-Y11) Spr HT1 working with keyworker/vulnerable pupils in school.(Y7-Y11) Spr HT2 27 pupils (Y8-Y12) In total, 91 pupils benefitted from Academic Mentoring in maths over the course of the year. 25/39 KS4 pupils saw an improvement in their CWA grade by at least one grade. 8/24 targeted Y11 pupils were converted to Levels 4 or 5 (previously CWA 1 or 2) An application for an Academic Mentor in Science was unsuccessful

<p>Targeted academic support</p> <p>[11; 12]</p>	<p>Access to 3:1 online small group tuition provided by My Tutor NTP scheme – Term 1 Purchase of headset/headphones x 64 <u>Review: Dec 20-May 21</u> check data provided by ‘My Tutor’ weekly – attendance, participation, scores; strengths; areas for development</p> <p>EEF: Sm Group Tuition +4 months</p>	<p>£6000</p> <p>£900</p>	<p>60 x Y11 pupils.</p> <p>Attendance was variable, not helped by remote learning & some technology difficulties.</p> <p>GCSE Outcomes 27/60 made >exp progress 16/60 made exp progress 17 made <exp progress</p> <p>Opted not to extend this strategy during Term 2 with other year groups (most pupils working remotely and those most in need were not responding positively to remote learning with a known adult)</p>
<p>Targeted academic support</p> <p>[12]</p>	<p>Commit to Six</p> <p>Scheduled lessons after school, initially in Core Subjects for Y11 pupils then add in Humanities. These may need to be online, depending upon staff availability.</p>	<p>N/A</p>	<p>Improvement in A8 & P8 grades when compared with previous data drops (most recent = mid Y10)</p> <p>Started then paused due to Covid-19</p>
<p>Targeted academic support</p>	<p>All Y11 Pupil Premium pupils provided with Revision Guides to supplement home learning (11/20)</p>	<p>£1000</p>	<p>Supporting pupils to close knowledge gaps. Self-study encouraged. Technology free resources – also reduces screen time and ensures technology isn’t a barrier to learning</p>
<p>Targeted academic support</p> <p>[114]</p>	<p>DHoH to run homework/study skills groups and invite pupils identified as falling behind their peers and/or their target expectations. This also allows us to provide a suitable workspace for those who need one.</p>	<p>£600</p>	<p>Homework non-completion issues reduce. Pupils develop own study skills and resilience</p>
<p>Wider strategies</p> <p>[15; 16]</p>	<p>Google Classroom & Microsoft Teams familiarisation sessions for all pupils so that they are ‘good to go’ in the event of lockdown/isolation</p> <p>Phone calls/Emails made to parents/carers if pupils are not attending online learning</p>	<p>£1500</p>	<p>Improved attendance at online/live remote lessons Knowledge/Skills Gaps minimised</p> <p>Impact: 42 additional pupils gaining all A grades for participation/effort. 462 pupils reduced the number of C and D grades for participation and effort.</p>

<p>Wider strategies reading #1</p> <p>[14]</p>	<p>Purchase of SORA Online access to a digital library of e-books to ensure that our 'reading impressively' and 'reading for pleasure' agenda can be maintained during 2020-2021</p> <p><u>Review:</u> Monthly check re sign-ups and book borrowing. EEF: Reading Comprehension Strategies +6 months</p>	<p>£2000</p>	<p>All pupils have access to a range of e-books. 24/7/365 access enables reading at home and support from parents.</p> <p>417 books have been borrowed since the system was set up. On average 15 books were borrowed each week (Jan-March).</p> <p>Improved reading fluency</p>
<p>Wider strategies reading #2</p> <p>[14]</p>	<p>Upgrade School Library software [I4] Not all pupils read e-books. This upgrade allows pupils to select books online from the LRC, which then offers a click and deliver service to pupils Server space purchased (11/20) Heritage software installation (02/21)</p> <p>EEF: Reading Comprehension Strategies +6 months</p>	<p>£1300</p>	<p>↑ Book loans Improved reading fluency</p> <p>Pupils have a 'stress' outlet NB: Internal staff absence and organising a remote server meant that this took longer to get off the ground than anticipated.</p> <p>972 physical book loans for the year. This is ↓73% Book loans in May & June as we have returned to PRIME (Pleasurable Reading in Mentor Every time) are back in line with previous years.</p>
<p>Wider strategies reading #3</p> <p>[14]</p>	<p>Accelerated Reader Y9 This cohort has some of the lowest Reading Age scores across the Academy. Upon completion of a book, follow up quizzes are taken to determine what pupils know and can remember</p> <p>EEF: Reading Comprehension Strategies +6 months</p>	<p>£2000</p>	<p>Improved reading fluency for the cohort</p> <p>Library Loans: 1 in 3 Library loans in 2020-2021 have been to Y9 pupils.</p> <p>Awaiting RA & SA data for cohort (testing programme Summer 2021 disrupted due to cohort covid isolations)</p>
<p>Wider strategies Access to ICT at home</p> <p>[113]</p>	<p>Ensure that pupils have a device [laptop] and internet access [dongle] to enable them to access lessons in the event of a local lockdown/bubble isolation Learning continues without disruption; (additional) gaps do not open up. Work packs sent home with pupil bubbles if isolation necessary during a school day</p>	<p>TBC</p>	<p>↑ participation rates with online lessons if isolating ↑ homework completion rates</p> <p>181 laptops distributed, 111 to disadvantaged families. Additional mobile data successfully applied for for 43 families. Broadband and</p>

	EEF: Digital Technology +4 months		router access requested and provided for 12 families. 14/111 disadvantaged pupils improved the number of A & B grades for participation and 61/111 reduced the number of C & D grades for effort/participation
Wider strategies Careers Advice & Guidance [17]	Careers interviews are now being conducted online with pupils/parents/carers and outside of school hours (unless the year group is isolating) Avoids removing pupils from lessons and opening up (additional) learning gaps.	N/A	Raising aspirations of all pupils Ensuring no Y11 pupil is NEET 50/64 disadvantaged pupils have had careers interviews; 7 are pending; 7 have been re-scheduled (several times) ↑ First generation to attend University rate continues. 2021 est 50% of all applicants
Wider strategies Pupil wellbeing [19]	A wealth of resources are signposted on the Academy website. We have trained a member of staff as an ELSA to work with pupils. (11/20).	T £600	Covid related and other SEMH needs are addressed promptly. 13 pupils participating in the Bright Stars 'Futures' programme 19 pupils on the ELSA programme 20 pupils working with MHST 22 pupils accessing NHS Nurse
Wider strategies Attendance [112]	Some parents/carers are exercising caution and keeping pupils off school for minor symptoms when they might otherwise send them in. Our Attendance Support Officer and Team will continue to work with families, especially vulnerable, PP, SEND & those at risk of becoming/are persistently absent	TBC	Improvement in attendance rates Reduction of internal gap between disadvantaged and other pupils. (-8% internal gap Summer 2021) Attendance improvements have been hampered by year group incidences of covid self- isolation.
Wider strategies Communicating with & Supporting parents	Parents Evenings hosted online House Team working hard to maintain home-school lines of communication	N/A	Parent to support/encourage children at home with homework, reading & revision

We have held back some of our recovery funding from 2020-2021 to allocate to spending plans in 2021-2022 as we are acutely aware that knowledge gaps will not all present immediately.

Autumn 2020 [reviewed](#) [Spring 2021](#) [Summer 2021](#)

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