

# Covid Catch-up Premium

<i>Academy</i>	Oasis Academy Byron
<i>Academic year</i>	2020/21
<i>Total catch up premium amount</i>	£34,278
<i>Number of pupils</i>	204
<i>Guidance</i>	<p>Academy catch up funding allocations are calculated on a per pupil basis providing each academy with £80 per child from Reception to Y11. The funding is designed to mitigate the effects of the unique and disruptive effects of the global pandemic.</p> <p>As a Trust OCL has partnered nationally with Teach First to provide extra teachers across our academies as a response to Covid. Details of deployment, cost and intended impact must be included below.</p> <p>In order to fund the deployment of a teach first teacher at every academy, the catch-up funding was pooled. The costs of a teach first placement (at a discount of 33%) across 52 academies was deducted from the total funds allocated to OCL. The remaining funding was allocated on a pro rata tiered basis according to the size of each academy. The “total catch-up premium amount” referred to above is the amount received by the academy to fund their allocated teacher plus the residual amount of funding allocated pro-rata.</p>

## Use of funds

Use of funds	EEF guidance – tailor to those selected
Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.	<p>The EEF areas used:</p> <p><i>For example</i></p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>• Supporting great teaching</li> <li>• Pupil assessment and feedback</li> <li>• Transition support</li> </ul>

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Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

## Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

## Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

## Identified impact of lockdown

Area of need identified	Outline of identified need as identified by the academy – evidence of need
<b>Maths</b>	Year group content has been missed and there are gaps in the learning sequences. Baseline formative assessments identify pupils falling behind by up to 12 months. Their attitude to maths lessons has been positive since returning in September and Head start tests are supporting the recall of basic skills which have suffered. Calculation strategies have been forgotten and are having to be re-taught
<b>Writing</b>	Many children have not written much throughout lockdown and their basic grammar and punctuation skills are lacking. Children generally seem to have lost their motivation and stamina for writing. Children have missed essential lessons in learning how to write and spelling rules, this has led to children working below age related expectations
<b>Reading</b>	Some children accessed reading during lockdown, but some families did not log onto the reading support or phonics lessons available. Baseline formative assessments showed more of a dip in the lower years, where the reading skills and fluency were not yet secured. Stamina in the assessments was an issue for the children as they have not had to focus for a lengthy amount of time and concentration is vital to improve attainment
<b>Other subjects</b>	There are now significant gaps in knowledge as these and the skills from the National Curriculum have not been taught, meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the wider curriculum experiences e.g. trips, visitors.

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## Planned expenditure on the areas identified by EEF

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead/owner	Review date
<b>i Teaching and whole-school strategies</b>				
The foundation subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.	Whole school training on the planning of non-core subjects. Creation of knowledge organisers. Release time and focused support for subject leaders to write the plans and additional planning time for teachers to plan and resource the lessons. No cost as completed during lockdown.		JN/CW	Termly
Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and reading needs to be done regularly to support the learning.	Purchase additional accelerated Reader to support learning in reading and the wider curriculum. £2897.71 (£8693.13 for 3 years)		JM/CW	Termly
<u>Teaching assessment and feedback</u>				
Teachers have a very clear understanding of what gaps in learning remain and use this to inform their teaching using assessments that are aligned with standardised	Implement the Head Start test Complete termly tests and complete question level analysis to identify gaps to track performance. Pupil progress meetings will ensure that staff have a clear understanding of the gaps in learning and		JN/CW	Termly

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norms, giving a greater degree in confidence and accuracy of assessments	planning is clear and sequenced. Monitoring and smarter working practices – no cost			
<u>Transition support</u>  Children who are joining school from different settings or who are beginning their schooling with OAR have an opportunity to become familiar and confident with the expectations before they arrive.	Parents are spoken to and any issues are addressed before they start. Admissions Officer will liaise with their previous school to ensure we have all the information required for a smooth transition. No additional cost – asking more in-depth questions		JT/JN/CW	Termly
<b>ii Targeted approaches</b>				
<u>1:1 and small group tuition</u>  Identified children will have daily 1:1 and group phonics interventions to work on gaps in their learning which will support their learning of reading and improve their fluency.	Phonics Specialist Leader in Education (SLE) to support staff in assessing phonics and delivering 1:1 interventions. Part of Teach First costs		JM/LD/JT	
Additional teacher and Teach First teacher employed to work with small groups / 1:1 to provide targeted support in English and Maths for those	Additional teacher (£14,832) and Teach First teacher (£31,248) used (through releasing teachers) to support in the classroom and teach targeted groups of children where gaps in learning are identified from ongoing and summative assessment.		JN/CW/LC	Spring Term

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children identified as working below AR				
<u>NLP Practitioner Support</u>				
NLP Practitioners support the pedagogy and ensure quality first teaching in all subjects. NLPs work with teachers to focus on identified personal weaknesses and ensure that the effect of lockdown for the children is becoming negated through quality first teaching.	Coaching to support teacher confidence with online learning. To incorporate the Powerful Action Step program into school. Part of CPD and directed time.		JN/AD	Termly

## Covid-19 catch-up total

<b>Covid catch up total</b>		<b>£34,278</b>
<b>Actual cost of interventions</b>		<b>£48,977</b>
<b>Cost to academy to add extra opportunity linked to need</b>		<b>£14,699</b>
<b>Total position of funds – impact on academy budget (if any)</b>	Academy in a deficit position	