

Summary information					
School	RSA Academy				
Academic Year	2020-21	Total Catch-Up Premium	£88,640	Number of pupils	1108

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds	EEF Recommendations
<p>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> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>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.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

Identified impact of lockdown	
Attendance	Break in routines and behaviours around school attendance and punctuality. Negative impact on attendance with increased concerns around infection rates within the local area. This has resulted in an increased number of PA.
Knowledge and Skills	<p>New knowledge and skills were not a focus during the lockdown. This time was used to consolidate previously covered learning.</p> <p>KS3 - There was a negative impact on reading skills, especially for the Year 7 students transitioning from Year 6. The application of key skills</p> <p>KS4 - The below skills and knowledge are the focus for learning due to the pause in schooling identified by the subjects leaders:</p> <ul style="list-style-type: none"> • English – Skills linked to the evaluation of a text, summarising information from text and comparisons including poetry • Maths - Cumulative Frequency, box plots and histograms, Quadratics, expanding more than two brackets, sketching graphs, graphs of circles, cubes and quadratics, Circle theorems, Circle geometry, Foundation, Circles, Cylinders, Cones and Spheres, Fractions and Reciprocals, Indices and Standard Form • Science – Core knowledge that underpins the Year 11 course including specific teaching of the required practicals and mathematical skills. • Non-core – There are significant gaps in knowledge as whole topics and units have not been taught. This has resulted in the students be unable to connect previous learning with new concepts thus having a negative impact on progress. <p>KS5 - There are key skills and knowledge gaps for students who have started in Year 12 as they have not been able to follow the usual transition programme for their subjects. This has resulted some subject specific key skills deficits identified by the subject leaders.</p>
Wellbeing	An increased in anxiety, in particular Year 11 students, around examinations and assessments. There has been a dis-proportionate impact on female students within this year group. SEND students and more vulnerable students have also shown a decline in their wellbeing.
Behaviour	A change in routines for learning has resulted in the need to re-establish expectations.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)				
i. Teaching and whole-school strategies				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>Develop the use of oracy strategies and building vocabulary that supports learning</p>	<p>Focus on developing an oracy rich classroom where students learning and understanding is developed as part of discussion, powerful questioning and the development of vocabulary. Teaching and Learning Development Group to support the implementation of strategies. An external specialist (David Barclay) supporting the professional Development of staff. Specialist support, advice and guidance from Voice 21.</p>		ATE	July 21

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Teaching assessment and feedback</u></p> <p>Powerful questioning used to support the improvement of assessment for learning practice.</p>	<p>Development of powerful questioning to focus deep learning and understanding as well as support the identification of learning needs of students.</p> <p>CATS, NGRT used to identify needs, direct teaching and learning strategies as well as more bespoke intervention.</p>		ATE	As per QA calendar
<p><u>Transition support</u></p> <p>Increased numbers of first choice places Increased numbers on roll in P16</p>	<p>A virtual tour of the school recorded and shared on the website so families can see what the school has to offer even if they are not able to visit the site. They will be able to familiarise themselves with the staff and buildings.</p> <p>P16 video recorded (Make it Reel) to promote the school to both internal and external candidates, showcasing subjects on offer</p>	<p>Increased number of applications (Jan21)</p>	<p>ABR</p> <p>KBR</p>	<p>Sept 20</p> <p>July 21</p>
Total budgeted cost				£1050

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>Identified students gaps in knowledge reduced from the baseline assessment.</p>	<p>Action Tutoring for Y7 and Y10 – 20 students in each year group to get 1:1/ 1:2 tutoring through a tailored programme to meet their needs, 2 programmes to run Jan – March and April – July for targeted students.</p>	<p>Delayed start due to lockdown – due to launch 8.3.21</p>	OMO	<p>March 21</p> <p>July 21</p>
<p><u>Intervention programme</u></p> <p>All students at KS3 close the widened gaps that occurred during school closure. Assessed through NGRT and Accelerated Reader testing schedule</p>	<p>Bespoke catch-up programme to be implemented at KS3 in tutor times to bridge the gaps in knowledge identified in Core Subjects.</p> <p>Accelerated reader in KS3 to improve levels of reading, to improve the reading ages of students who have been disadvantaged through not having access to a range of</p>	PRI/RDO	<p>OMO</p> <p>RDO/MSH</p>	<p>July 21</p> <p>Ongoing July21</p>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
	<p>reading age appropriate books through school closure. MyON purchased to increase access to reading.</p> <p>Achievement Assistant for targeted interventions changed due to lockdown and used for small group interventions with AA's.</p>		HTA/OMO	
<p><u>Extended school time</u></p> <p>Closing the learning gaps of Year 11 students that have been identified by subject areas.</p>	<p>Additional intervention time has been built into the school day for Year 11 Changed to Y10 and 12 due to exams cancelled students. This provision is focused on closing the gaps in knowledge and skills that has widened due to the pause in schooling.</p> <p>Online master classes/intervention delivered by teaching staff outside of school hours. This will be to focus on closing the gaps in key subject areas and stretching and challenging the more able who have been disadvantaged due to school closure.</p>	<p>Interventions started in En, Ma and Sci over Teams during lockdown, continuing in school from 8.3.21 – initial focus on students currently not on a 4 who are borderline. Target of increase in 12% crossover by April 21</p>	<p>OMO/BKN</p> <p>OMO/BKN</p>	<p>Dec 20</p> <p>Feb 21</p> <p>May 21</p> <p>ongoing</p>
Total budgeted cost				36,439.28

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>Increased engagement of parents and carers with school</p>	<p>Purchase schools' cloud to carry out parents' evenings to all year groups over the coming year</p>	<p>Y11 Parents eve Jan 21 feedback positive</p> <p>Y7&8 Mid March</p>	SKE	Jan 21

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Access to technology</u></p> <p>Improved access for students during 'bubble closures'/ periods of self-isolation to prevent further disadvantage through not being able to access online learning. This also supports the deployment of the Action Tutoring programme.</p>	<p>Purchase and distribute IT equipment for students to access online learning during full school closures, bubble closures and self-isolation. (£25,000) All students were provided with laptops from central stocks DfE</p> <p>Purchase of headphones for in school interventions and in school provision</p> <p>These are also available to support the implementation of Action Tutoring and other online interventions.</p>		OMO	Apr 21
<p><u>Summer Support</u></p> <p>Additional provision over the summer to support the next phase of the students learning and to reduce 'slide back' over the Summer</p>	<p>Recorded master classes and intervention sessions downloaded and used as a resource for students over the summer period.</p> <p>Signposting of online learning resources through Oak Academy/SENECA/EduCake/GCSEPod/Hegarty Maths for individual subjects.</p>		OMO/BK N	Sept 21
<p><u>Behaviour support</u></p> <p>Additional provision to student support to reduce the number of FTEs and PEX's due to a change in routines for learning resulting in the need to re-establish expectations.</p>	<p>Appointment of an additional Student support/pastoral member of staff to allow for internal exclusion to be staffed</p> <p>SEND consultant training for delivery of specialist intervention such as anger management and anxiety.</p>	Temporary moved an admin member of staff into the pastoral team to enable the effective running of P16. Increased number of students engaging online over lockdown	HTA/SKE	Apr 21
<p><u>Attendance support</u></p> <p>Additional provision to support student attendance and punctuality.</p>	Additional attendance officer to ensure rigorous first day calling.	CMIE students return zero each week Increased attendance to school	SKE	Termly
<p><u>Personal Development</u></p>	Internal appointment of a Year Team Lead to a Senior Year Team lead to improve the provision of student personal development and implement student leadership (£2600)		SKE	April 21 July 21

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
Increase capacity within student support with a focus on student personal development and leadership				
			Total budgeted cost	£ 51,148
			Cost paid through Covid Catch-Up	£ 88,637.28