COVID catch-up premium report

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	955	Amount of catch-up premium received per pupil:	£78
Total catch-up premium budget:	£74,490		

STRATEGY STATEMENT
Eaton Bank Academy is committed to supporting all pupils who have been impacted through loss of schooling as a result of the Coronavirus outbreak. Funding will be directed towards three key areas (as outlined in the EEF support guide): **Teaching and whole school strategies** - supporting teaching through professional development, focus on training in use of the full Office 365 Suite, alongside ensuring high-quality teaching across the curriculum. - transition support and mentoring for new Y7 - assessing impact of Covid-19 on pupil wellbeing and learning **Targeted support** - targeted internal intervention to support students whose learning has been most affected by school closures - intervention programmes for students with lowest engagement during lockdown - Monitoring and use of external tuition to support students across the key stages who have fallen behind with key school skills **Wider strategies** - video support and workshops for parents to increase engagement with learning outside of the classroom - improved access to technology for pupils (Laptops and Wi-Fi)

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Lack of digital access at home which would stop students engaging with online support, both during isolation periods and long term
B	Gaps in knowledge, widening of the attainment gap and limiting progress, especially of PP students
C	Potential isolation for cohorts of students and individuals throughout 20/21 stopping them having access to high-quality teaching.

ADDITIONAL BARRIERS	
External barriers:	
D	Engagement of hard to reach families, particularly during school closures
E	Attendance of hard to reach students and their families

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?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Online learning confidence for staff and students	All teachers can deliver high quality lessons to students in the room/at home or cohorts of students at home.	Students need to access the T&L in their classroom regardless of whether they are having to isolate or not.	Extensive support and training available for teachers and support staff in providing online learning. Quality assured through LM meetings and whole school QA	All SLT WDA on T&L HoFs	On going
Online resources for students to access whilst isolating/out of school hours (Using SharePoint)	All students (Y7-13) have access to high quality resources for learning outside of school hours and if isolating.	Students need access to high quality resources to enable them to learn, regardless of circumstance. Resources should be relevant to learning and easy to locate.	Extensive support and training available for teachers and support staff in providing online learning. Quality assured through LM meetings and whole school QA	All SLT WDA on T&L HoFs	On going
High quality T&L as the fundamental priority in the school	Students are taught by experts who constantly seek to improve outcomes by implementing education research	EEF and Sutton Trust research on the importance of interleaving and retrieval practice	Regular discussion of high quality teach through T&L Wednesday's, Professional Learning groups and an appraisal method centred on development. Assessed through Whole School QA	WDA HoFs	On going
				Total budgeted cost:	~ £5,000

Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Year 11 + 13 revision sessions - examination classes (online)	Y11 accelerate their learning to prepare for GCSE examinations Assess the scope of Y13 loss, match with bespoke learning programmes.	Intervention sessions (EEF) have moderate effect if led by teachers who know the starting point and have good relationships with students	Quality assure Record sessions and share with students who were not able to make the live event. Registers taken to track PP engagement. Analysis through LM structure	SLT HoF Subject Teachers	Half termly
KS3 Literacy and Numeracy Intervention NTP	Accelerated progress in literacy and numeracy for targeted Y7-8 students	Extensive research show students who didn't engage with learning during lockdown have fallen behind. Targeted intervention with small groups is shown to have a moderate effect when designated efficiently.	Close liaison with tutor providers Targeted selection of students Tutor Progress Assessments (externally completed but internally monitored)	SLT WDA HoF – Eng and Maths	Half termly
GCSE POD (3 year)	Targeted and bespoke intervention across GCSE subjects to improve outcomes	Provides access to a full suite of resources for nearly all GCSE subjects for KS4 to access throughout the year and in the build up to exams.	Rollout strategy with parents, students and staff Student voice to monitor engagement	WDA LPMs HoF	Half termly
				Total budgeted cost:	~ £28, 000k
Other approaches					

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Purchase x 40 laptop devices for students without access to IT equipment at home for online learning	All students can access online materials and live teaching sessions. Long term better engagement with homework and school	All students should be able to access online work regardless of parental financial situation.	Track usage through MS Teams Digital Attendance registers taken Completion and quality of homework Follow up liaison with families receiving device support	WDA, SCA LPMs MHI - attendance	Fortnightly
				Total budgeted cost:	~£22,368.00

ADDITIONAL STRATEGY CONSIDERATIONS	
• Creation of 2 additional temporary TLR's to support the implementation and drive of Catch-up with each holding a Key Stage responsibility • Weekend catch-up sessions to be staffed and directly targeted at underperforming students • Additional digital device procurement to support and extend remote learning in the long term • Additional pastoral mentoring for students	
Total budgeted cost:	~ £20,000