

Covid-19 Catch Up Premium Strategy Statement

The academy receives additional funding known as the “Covid-19 catch up premium” that is provided to support children in light of the experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). The purpose of this funding is to enable schools to deliver additional support in order to raise the progress and achievement of all students, particularly those that are the most vulnerable. It is recognised that those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. Below is a table detailing a range of the schools provisions, which have been allocated to students. Research conducted by the Education Endowment Foundation and others strongly suggests that compensating for the negative impact of school closures on the gap will require a sustained response. We are aware that the Academy will need to make difficult decisions about what to prioritise in the coming months, recognising the tremendous strain the pandemic has already placed on teachers and children. This statement aims to provide evidence and signposts to additional resources that support those decisions. Below is a table detailing a range of the provisions, which have been allocated to our students.

1. Summary information; 2020 - 2021			
School	Noel-Baker Academy		
Total catch up premium budget	£81,440	Date for next internal review of this strategy	July 2021

2. Catch up premium cohort	
Number on roll	1018
Free School meals	281 students (27.6%)
EAL	82 Students (8.1%)
Pupil premium	402 Students (39.5%)
In care	3 Students (0.3%)
SEND	132 Students (13.0%)
EHCP	18 1.8%)

3. Barriers to future good attainment
Significant numbers of pupils did not regularly engage with learning over lockdown.
Lack of resources at home including an adequate device and internet
A significant minority of pupils were personally impacted by the COVID-19 virus with regards to bereavement
Sub-groups including PP and SEND tended to complete less work during lockdown and are therefore more likely to have gaps in their knowledge
Unknown consequences of lockdown for those pupils from vulnerable families who rely on the structure and routine of school
Mental health and anxiety issues around school absence, falling behind and the social impact of lockdown.
Parental engagement and willingness to send pupils into school within current climate thereby exacerbating the impact of poor attendance

4. Desired Outcomes	
1	- Improved examination outcomes (based on FFT50 benchmarks for year 11)
2	- Attainment gaps for key subgroups to narrow (SEND, PP, EAL)
3	- Improved attendance throughout COVID (higher than national average)
4	- All pupils to engage with home learning materials as required
5	- All pupils to access remote provision during periods of absence.
6	- Those students in need of additional intervention attend the sessions provided
7	- Gaps in knowledge identified, diagnosed and acted upon
8	- Decrease in number of behaviour issues resulting in more time in lessons
9	- Pupils who have experienced trauma will have received appropriate support (mental health, anxiety, bereavement)
10	- 0% Neet students

5. Strategies and Planned expenditure

Strategy	How delivered?	Rationale	Success Criteria	Staff lead	Cost
Employment of additional teachers	Have recruited additional ITT teachers via the teach first program for Geography and Science	<p>Improved staff capacity will help negate the impact of further staff absence.</p> <p>Improved staff capacity also means a greater % of students will receive subject specialist teaching within bubble structure</p> <p>Additional staff capacity allows for greater number of interventions to take place.</p> <p>Small group tuition allows the teacher to focus exclusively on a small number of learners; studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains the impact.</p>	<ul style="list-style-type: none"> - Vast majority of the lessons timetabled to be taught by subject specialists - Staff absence covered internally thereby reducing risk of transmission as a result of bringing external supply teachers into the building - Intervention sessions are offered and well attended 	SLE	<p>2 x Teach First HH & HE</p> <p>£53200</p> <p>Less £45k saving from PX</p> <p>£8200</p>

<p>Baseline testing for Core subjects</p>	<p>GL assessments in English Maths and Science for years 7, 8 and 9</p>	<p>In order to ensure pupils are 'caught up', we first need to establish where our pupils' gaps in knowledge are and compare our students with the performance of those nationally.</p> <p>Data from externally moderated and nationally standardised baseline tests used to inform curriculum design and further interventions.</p> <p>Assessments repeated at end of year to demonstrate progress both individually and when compared to national data</p>	<ul style="list-style-type: none"> - Baseline tests conducted for all core subjects across KS3 - Baseline test data used to identify specific gaps in knowledge / areas for development for every student. - Performance data analysed to compare gaps between key groups of students (PP, SEND, Gender etc) - Curriculum plans and resources adapted (if necessary) to ensure gaps in knowledge are addressed. - Suitable interventions are put into place for key students. - Baseline assessment data used to identify / provide evidence for SEND specific support - End of year assessment data to show improvement when compared with baseline data. 	<p>SLE / CSA / HMC</p>	<p>GL = £11000</p>
<p>Reading age testing</p>	<p>GL NGRT assessments for all students</p>	<p>The 'Matthew Effect' tells us that the more words a student knows and the better they read, the more successful they are likely to be. Reading is the gateway to success within all subjects.</p> <p>By identifying pupils reading ages, we are able to identify those students who need additional information.</p> <p>Pupils assessed at start and end of the year to demonstrate progress.</p>	<ul style="list-style-type: none"> - Reading ages collected for ALL students - Students in need of intervention are identified - Suitable interventions put in place such as direct instruction, 1-1 sessions and toe by toe, - Resources appropriately adapted to reflect reading ages of target audience in order to improve accessibility. - Student reading ages improve throughout the year (evidenced by repeated reading test data) 	<p>SLE / CSA / HMC</p>	<p>Part of GL package</p>

Direct Instruction	GL assessments for year 7 students	Direct instruction is an intervention strategy used with some of our lowest ability pupils in order to improve their English and Maths levels.	<ul style="list-style-type: none"> - Reading ages improve throughout the year - Improved placement test scores - All students to better access the curriculum offer once graduated. - Improved GL assessment scores (end of year compared with start of year) 	CSA / HMC	<p>8 hours per week for 30 weeks per year = $\text{£}16.50 \times 8 \times 30 =$ $\text{£}3840$</p> <p>$\text{£}1000$ for placement testing</p> <p>$\text{£}2000$ on resources.</p>
Employment of two Teach first academic mentors	Employ in-house academic mentors to provide small group tuition to pupils. Teach First will be supporting the recruitment, training and placement of the first cohort of academic mentors and their salaries will be subsidised by the government.	Subject specific mentoring for English and Maths will help pupils fill gaps in knowledge and achieve higher outcomes	<ul style="list-style-type: none"> - Gaps identified via baseline tests are explicitly addressed within group and 1-1 mentor sessions. (KS3) - Gaps identified via mock examinations / class assessments addressed within group, 1-1 or designated intervention sessions with mentors. - Mentors used to help students complete home learning tasks. - Improved Maths and English Outcomes 	CSA JLI DGR	£4000

2 x Employment of an Academic mentor	Employ an additional academic mentor to provide small group tuition to pupils.	An academic mentor will be used to catch up those students returning to school after significance absence in addition to providing in lesson support, 1-1 mentor sessions and providing cover negating the need to bring in external members of staff Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.	Ongoing Assessment throughout the year with regular monitoring and tracking of performance.	CPD	£27000 x 2 = £54000
Targeted intervention/ Thinking reading	A highly trained member of staff from the inclusion team will identify need and will confidently match them to an appropriate intervention.	On average, reading comprehension approaches deliver an additional six months' progress.	Targeted students show an Improvement in their RA/GL assessment. Regular analysis of progress data is undertaken to ensure students are receiving appropriate and successful interventions.	HMC CSA	Bid from opportunity area fund.