



# Covid Catch-up Premium

<i>Academy</i>	<i>Oasis Academy MediaCityUK</i>
<i>Academic year</i>	2020-2021
<i>Total catch up premium amount</i>	£57,500
<i>Number of pupils</i>	813
<i>Guidance</i>	<p>Schools' allocation is calculated on a per pupil basis providing each academy with £80 per child from Reception to Y11.</p> <p>The funding is to 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 included below.</p>

## Use of funds

Use of funds	EEF guidance – tailor to those selected
	<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> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>• One to one and small group tuition</li> <li>• Intervention programmes</li> <li>• Extended school time</li> </ul>

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	<p>Wider strategies</p> <ul style="list-style-type: none"> <li>• Supporting parent and carers</li> <li>• Access to technology</li> <li>• Summer support</li> </ul>
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## Identified impact of lockdown

Area of need identified	Outline of identified need as identified by the academy – evidence of need
Gaps in knowledge due to loss of face-to-face teaching time for all students	Curriculum coverage has been impacted due to the duration of the national lockdown from March 2020. A full review by all Subject and Curriculum Leaders of all programmes of study has been completed, this review has identified gaps in knowledge, skills and understanding at both KS3 and KS4
Year 6-7 Transition	Transition events were held virtually and so the opportunity to meet academy staff and ensure an effective transition has been limited. Additionally, Impact on completion of Year 6 schemes of work means additional baseline testing will be needed. Continued support for Year 7 will be required throughout the year
Attendance	Lack of engagement during lockdown with a small number of students and families
Digital access	A significant number of students are without consistent access to a device or internet connection. A review of all students has highlighted this as a need particularly if students need to isolate/further lockdowns occur
Literacy Intervention	The extended period students were out of the academy from March to September has seen a significant amount of learning time lost. Furthermore, EEF research has highlighted the deeper impact for disadvantaged students.
Academic support Years 7-10	The extended period students were out of the academy from March to September has seen a significant amount of learning time lost. Furthermore, EEF research has highlighted the deeper impact for disadvantaged students.
Academic support Y11	A significant amount of guided learning hours have been missed due to both the national lockdown and regional Covid rates of infection from August 2020
Careers Education	Increase in the number of NEET students 2020 cohort as well as a number of students reporting feeling uncertain about their futures
Supporting students social, emotional and mental health needs	National lockdown has seen an increase in the number of referrals to social care, early help and intervention. In addition, students have reported a feeling of isolation during this time. This has also highlighted a need to review all SEMH provision to enable staff to better support students both inside the academy and through collaborative work with external agencies

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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
Consistently good teaching	<ul style="list-style-type: none"> <li>Review of all schemes of learning to identify gaps in students' knowledge and skills</li> <li>Provide teaching support in Ebacc subjects through the appointment of an additional Teach First trainee</li> </ul>	<ul style="list-style-type: none"> <li>Enable students to be on track in all subjects closing the gap in knowledge and skills due to coronavirus</li> </ul>	PMC	Termly through QA processes
Smooth transition for Year 7 students	<ul style="list-style-type: none"> <li>Additional TA deployed for Year 7</li> <li>Year 7 Pastoral Leader for Transition attended MHFA training, extra time given for increased mentoring support</li> <li>Additional counselling support for those most in need</li> <li>MIDYIS baseline testing for all year 7 due to cancellation of SATs.</li> </ul>	<ul style="list-style-type: none"> <li>Effective support in place for identified students leading to good attendance and engagement</li> <li>Improved attendance and behaviour. Reduced number of negative behaviour incidents, high engagement in learning</li> <li>Improved parental engagement</li> <li>Analysis of data to ensure appropriate interventions/catch-up strategies are put in place</li> </ul>	GCH	Ongoing Term 1 analysis of attendance and behaviour Y7
Consistently good attendance	<ul style="list-style-type: none"> <li>Additional Pastoral Leader time allocated to attendance daily</li> <li>Work closely with the Local Authority including Education on Track service, Education Welfare Officer to work with families and improve confidence on return in September</li> <li>Targeted supportive calls, home visits</li> </ul> <p>Costs £4,536</p>	<ul style="list-style-type: none"> <li>Reduce PA of PP students</li> <li>Improve parental engagement</li> <li>Improve confidence for identified students and families</li> </ul>	LBA	Weekly monitoring Half termly analysis

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	<ul style="list-style-type: none"> <li>Incentivised rewards for attendance for students and parents, for example vouchers</li> </ul>			
Access to technology	<ul style="list-style-type: none"> <li>Review of access to technology across all students, to include those using phones, sharing a device with a family member</li> <li>Laptops and IPADS to be secured for all students without access to hardware. Dongles to be procured for those in need of data support</li> <li>Laptops for staff to support delivery of online lessons</li> </ul> <p>Costs £8,000</p>	<ul style="list-style-type: none"> <li>For all students across all year groups to be able to access and engage with online learning enabling progress to be made</li> <li>For all students to be able to access and engage with online lessons in the event of a bubble closure/lockdown</li> </ul>	PMC	<p>Weekly reporting</p> <p>Half termly analysis of data</p>
To accelerate progress in reading and close the gap for those entering the Academy below national benchmarks	<ul style="list-style-type: none"> <li>Purchase of two NGRT Tests completed for students in Years 7-10</li> <li>Analysis of NGRT and MIDYIS results.</li> <li>Appointment of two additional Reading Intervention TAs</li> <li>BRP training for reading intervention teachers</li> <li>Tiered intervention system to include READ lesson, BRP intervention, 1:1</li> <li>Additional Reading books for lessons transitions</li> <li>Literacy Trust membership</li> <li>Contribution towards Literacy co-ordinator salary</li> </ul>	<ul style="list-style-type: none"> <li>Identify the current reading ages, assess the impact of lockdown and track the impact of reading strategies</li> <li>To improve the number of students within chronological reading age enabling them to adequately access the curriculum</li> <li>To expose students to a greater number of words and texts and so develop a wider vocabulary</li> <li>To utilise up-to-date research to inform practice</li> </ul>	PMC/KEM	<p>Term 1 analysis based on testing</p> <p>Term 2 analysis of interventions in place</p> <p>Term 3 Full annual report</p>

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	Costs - £10,453			
Additional support for students who are not on target and/or have regressed due to Covid 19	<ul style="list-style-type: none"> <li>All students to sit NGRT tests in September to ascertain reading ages.</li> <li>Midyis assessments conducted for all Y7. Results from the reading, writing and vocab assessments to be used to identify intervention cohorts</li> <li>Year 7 students to sit Y7 Literacy baseline assessments with 'No more marking'. Results to be rank ordered and setting to be changed following results</li> <li>MIDYIS testing in Y7 will generate a Maths score. Re-setting based on internal assessment and MIDYIS score</li> <li>Intervention cohorts identified to receive additional tuition per week</li> <li>Access the National Tutoring Program to ensure additional targeted support is put in place for all students</li> <li>Hegarty maths subscription</li> <li>Educake subscription</li> <li>Show my homework subscription</li> <li>SENCO to liaise with CLs to ensure all SEND students have appropriate resources for catch-up and in the event of subsequent lockdowns</li> <li>School Cloud Parents Evenings app</li> </ul>	<ul style="list-style-type: none"> <li>Identify the ability of Year 7 with regards to literacy and inform the creation of sets October 2020</li> <li>To identify the ability of all students and inform the creation of sets               <ul style="list-style-type: none"> <li>To close the gap with identified catch up students not yet reaching age related standards in Maths and whom have regressed due to the Covid-19 outbreak</li> </ul> </li> <li>Purchasing of SMHW app which is allowing parents and students to track set homework more effectively.</li> <li>For the identified SEND Students, to ensure all is in place to support with their learning</li> <li>To maintain communication with parents during lockdown</li> </ul>	SCO	<p>Analysis of data at each assessment Point for all Years</p> <p>PPE data analysis Y11 January/March 2021</p> <p>Implementation Term 1</p> <p>Analysis of uptake Term 2</p> <p>Monitoring report after Parental Evenings</p>

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	Costs - £10,310			
Full implementation of a catch up plan for Year 11 students	<ul style="list-style-type: none"> <li>Curriculum changes to provide additional teaching time for option subjects to be delivered</li> <li>Work with the National Tutoring Programme sourcing appropriate tutor programmes for identified students across all subjects</li> <li>Targeted Tutor Trust tuition for identified students in English and Maths</li> <li>Purchase revision guides for all students in all subjects to ensure independent work can be completed at home</li> <li>To hold additional Parents meetings for HPA students</li> <li>JPPA time allocated to ensure all teachers are fully confident with their exam specification</li> <li>Intervention Plan updated after each Assessment Point based on need</li> </ul>	<ul style="list-style-type: none"> <li>Reduction of subjects studied by one to enable more time to focus on missed learning</li> <li>Tutor programmes for identified students to close the gaps in knowledge/skills through additional tuition</li> <li>To complete additional independent work at home</li> <li>To improve parental engagement</li> <li>To ensure Teachers are upskilled and confident to teach specifications</li> <li>To ensure all students are on track and prepared for January PPEs and June Public examinations</li> <li>To ensure Y11 students are supported emotionally</li> </ul>	SCO	<p>September 2020</p> <p>Half termly review of engagement</p> <p>Progress checks ongoing- Full review April 2021</p> <p>Monitoring through calendared QA processes</p>
	Costs - £10,026			
Supporting students social, emotional and mental wellbeing	<ul style="list-style-type: none"> <li>PSHE programme T1 to include revision techniques, careers education and motivational talks</li> <li>Amendments to PSHE curriculum to ensure a smooth return to school and support students through the effects of lockdown/pandemic</li> </ul>	<ul style="list-style-type: none"> <li>More children to have access to specialist advice and guidance to ensure a more positive outlook</li> <li>Specific interventions to improve students social and emotional wellbeing</li> </ul>	GCH	Half termly monitoring of data

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	<ul style="list-style-type: none"> <li>• In school additional counselling time</li> <li>• Set up of virtual counselling system in the event of self-isolation/lockdown</li> <li>• Support for families on FSM especially during periods of self-isolation</li> <li>• Continuation of Magic Breakfast to ensure students do not go hungry</li> </ul> <p>Costs - £4,722</p>	<ul style="list-style-type: none"> <li>• Provide a virtual forum for students to raise worries and concerns in the event of lockdown</li> <li>• Ensure no child goes hungry and is able to concentrate</li> </ul>		
Careers Education and Guidance	<ul style="list-style-type: none"> <li>• Ensure all Year 11s benefit from a 1:1 careers interview outside of lesson time</li> <li>• To ensure all students have the opportunity to engage in virtual careers education talks through the curriculum</li> <li>• To continue with the Gateway programme for targeted students</li> </ul> <p>Costs - £10,260</p>	<ul style="list-style-type: none"> <li>• Support students with post 16 transition and reduce NEET figures</li> </ul>	GCH/CBE	<p>Half termly monitoring</p> <p>Annual report HT6 2021</p> <p>NEET statistics October 2021</p>