COVID-19 Catch-up Premium Report

COVID-19 Catch-up Premium Spending 2020/21: Summary

SUMMARY INFORMATION			
Total number of pupils:	916	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£73,280		

STRATEGY STATEMENT
COVID-19 has had a significant impact on many of our students. They have spent many months in lockdown and many students faced further disruption because they either tested positive themselves or were identified as close contacts of a positive case. City Academy have been delivering a remote learning provision for all students and we have taken positive steps to support their emotional wellbeing by not compromising our 'character' aspect of our curriculum during the national lockdown.
We understand that we serve deprived communities in increasingly challenging contexts and circumstances; disadvantaged students have been particularly hard hit by the pandemic and that national inequality is likely to have been exacerbated. The awarded Covid-19 Catch Up Premium funding will be used to ensure that all students are 'caught up' in all aspects of their school life and are well placed for future success in these extraordinary times. Our priorities and aims include:
- Ensuring that every child has access to a computer device at home so that they can access the remote learning provision in case of further lockdowns or if they need to self-isolate at home.
- All students are assessed upon return to school to ascertain gaps in their knowledge or skills set.
- Teachers have adequate training and the resources to students
- Ensuring that every student is supported in their physical and mental wellbeing as they return to school.

Barriers to Learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Attendance and engagement with the online learning provision during national lockdowns
B	Lowered literacy levels due to not having opportunities to read as much
C	Gaps in knowledge and skills that have developed because of the pandemic and a lack of opportunity for participation in arts subjects

ADDITIONAL BARRIERS	
External barriers:	
D	Lack of parent consultation opportunities
E	Reduced social skills due to being 'in lockdown' for so long
F	Students will have experienced more social, emotional and mental health issues during the pandemic and diminished opportunities for physical activity
G	Increased financial pressures on families

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Planned Expenditure Academic Year 2020-21

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?	Lead	When will you review this?
Quality First Teaching supported by CPD for teachers on the quality of teacher modelling and explanation.	Increased outcomes for all pupil groups.	To ensure all teaching and support staff can implement a range of evidence-based strategies within the classroom	Regular CPD sessions.	DYE	Fortnightly
GL Assessments to be completed for all students.	All students are able to can access learning in the mainstream classroom. Increased outcomes for all pupil groups.	All staff to have access to the data and be able to use tis data to inform lesson planning and wave one strategies in the classroom. To ensure students receive appropriate interventions.	Timetable for testing to be created and shared with staff. Data reports to be generated and shared with all staff. CPD for staff- GL Assessment data.	PCO	April 2021
Pastoral support and wellbeing checks as part of the transition and return to school.	All students are safe and well. Increased outcomes for all pupil groups.	To reduce anxiety and ensure positive mental health of students.	GL Assessment- PASS to be completed by all students. Weekly wellbeing checks for all students and twice weekly for vulnerable groups prior to their return to school. Regular parental contact. All students are safeguarded and appropriate interventions implemented.	PLE WRO TOB	December 2020

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Stationary kits for all students.	All students have access to basic resources. All students are able to access learning in lessons.	There is a large attainment gap for disadvantaged students.	Stationary kits are purchased and distributed to all students.	PLE	Aut 1
				Total budgeted cost:	£15,000

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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?	Lead	When will you review this?
Support KS3 students with accessing the National Tutoring Programme (NTP).	Years 7-9 to attend tutor sessions in English and Mathematics.	Some students including vulnerable groups and high attaining pupils across KS3 struggled to access remote learning resulting in a widening literacy and numeracy gap.	Provide access to IT resources and a teaching room for each tutor. Communicate clearly with parents/carers and students.	GPA	July 2021
Maths Revision Books and work guides for all Year 11.	Improved student engagement in lessons. Improved GCSE Maths outcomes.	There is a large attainment gap particularly for disadvantaged students.	Maths revision books and guides are purchased and distributed.	MSE RSI	Aut 2
All students to have access to Educake.	Improved out comes for all pupil groups.	Years 7-11 need opportunities to independently develop their knowledge and understanding in Science to ensure gaps in learning decrease.	Licenses are purchased. Students are provided with a username and log in.	MSE	Sept 2020
Support Year 11 with additional classes in key subjects after school	Year 11 students access additional lessons in core subjects.	Gaps in knowledge for core subjects was identified.	Timetabled sessions. Parent/carer communication.	MSE	Aut 2
Additional support for SEND learners- additional Pupil School Support hours.	Improved outcomes for SEND learners with cognition and learning needs.	It has been identified that the gap has widened between SEND and other pupil groups, in particular for students with cognition and learning needs.	Raise a PO and buy back additional hours.	GPA	Sept 2021

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Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Lead	When will you review this?
CPD for support staff supporting students with EAL.	Improved academic outcomes for EAL learners. Improved cultural capital for EAL learners.	It was identified that support staff required further training in supporting learners with EAL.	Raise a PO and enroll TA's on the EAL course- Supporting New Arrivals Who Are New To English.	GPA	July 2021
Lexia- Literacy Programme.	Increase in reading ages for all students. All students are able to access the curriculum.	Previous data highlights that many students across City Academy have lower than age expected levels of reading.	Meet with the program provider. Raise a PO. Liaise with IT to set up the program. Distribute log in's to students.	GPA	Sept 2021
				Total budgeted cost:	£44,280

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?	Lead	When will you review this?
To create a culture of reading across all year groups.	Construction of a new library at Langley Walk. CPD on teaching of reading is embedded so staff are confident at being able to support students to read	Students from disadvantaged backgrounds have fallen behind with reading.	TA's trained to deliver Ruth Miskin to targeted groups of students. Staff CPD on teaching reading to ensure staff are able to embed reading within their lessons. Class readers and literacy time to be built into Form Time. GL Assessments to inform targeted intervention.	DYE	Sept 2021

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Ensure we are ready to support all students with technology, particularly new Year 7 students, in case of need for remote learning	Live lesson attendance data for Year 7 is %90+ (if remote learning provision is enacted due to cases/closure)	Students who do not have access to IT equipment are immediately disadvantaged, especially because they are unable to access the remote learning provision. Even after returning to school, this remains an issue due to the need for blended learning in some cases and they also need the device to access the NTP tutoring sessions and other catch up resources from home. Year 6 experiences may have been different to those experienced by students at City in terms of live lessons through Microsoft Teams. Students will be supported to access live lessons and complete independent practice, receiving feedback on assignments and quizzes in line with our Remote Education pedagogical practices.	Students have tutorial led by form tutors on how to access Teams and how to use Assignments and Forms for quizzes. All students are reminded of username and passwords. An audit is completed of Year 7 students who do not have access to a device at home (or would need to share a device) so the pastoral team can prioritise device delivery if necessary. Parents are sent a guide of how to access Teams and how to support their child with Remote Learning.	SAF	Sept 2021

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All students will have expanded pastoral support due to intended re-structuring and expansion of pastoral team	Pastoral manager and 4 Year group co-ordinators replaces structure of just 2 pastoral assistants to give all cohorts access to a tutor, year group/co-ordinator/pastoral manager and Head of Year as wrap-around team.	It is well documented that Covid-19 and the lockdown has had a detrimental impact on many people, particularly in young people's mental health. Some of our students have suffered family bereavements as a direct result of Covid-19.	Student attendance monitored stringently for any patterns and these referred to DSL. Wellbeing team available throughout the day for student drop-ins if they are feeling anxious or worried. Staff regularly reminded of CPOMS and signs in Wednesday Safeguarding briefing led by DSLs.	WRO/P LE/TOB	Attendance monitored daily and weekly. Student survey completed termly. Parent Survey completed termly – questions around safety and happiness. CPOMS monitored daily.
				Total budgeted cost:	£14,000

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