



OAKFIELD ACADEMY

BELIEVE AND ACHIEVE

**Coronavirus (COVID-19)
Catch-up Premium Strategy**

Coronavirus (COVID-19) catch-up premium 2020-2021

The government COVID-19 catch-up premium has been established to mitigate the effects of the unique disruption caused by coronavirus. The grant will only be available for the 2020-2021 academic year. Schools should use this funding for specific activities to support pupils to catch up for lost teaching time over the previous months.

Our aim is to create a program that utilises what we have already begun as whole school initiatives to improve the quality of education alongside new projects from a variety of research and evidence-based sources. In developing our intervention strategy we will ensure that they have long-term sustainability be relevant to our cohort and context of pupils; aligned with the academy's short term and long term improvement priorities. We will be evidence-led in our approach and use a variety of data methods, measurable outcomes and high quality teacher communication to inform our decisions. They will then become the consistent measure allowing us to ascertain the success and areas of development for each pupil as the intervention progresses.

Our plans followed 6 distinct phases in the planning, preparation and identification;

- 1. Creation of a framework and rubric for identification with clear criteria initially focused on pupil transition back to school and their ability to access the curriculum offer*
- 2. Literacy to be used as the initial identifier (reading and spelling ages) alongside attitude to learning across the first 3 weeks in September*
- 3. Use of data from September to identify those pupils that may require an intervention we are able to run successfully with current staffing and expertise*
- 4. Structured implementation document/bid process for department staff to create sustainable plans and begin to calendar an outline of when interventions can happen.*
- 5. Increasing scope of subjects involved; encouraging other subject areas to use the foundational data collected in phase 1 and the development in curriculum offer to ascertain what interventions may be required.*
- 6. Use of summative assessments (GL, practice SATs) to support the analysis of pupil progress alongside teacher assessment and high quality professional dialogue*

It is important to note that this is a working live document and will be updated continually as plans are implemented, and impacts reflected upon.

Coronavirus (COVID-19) catch-up premium strategy outline

INTRODUCTION

School context-key features from following Lockdown and school closure due to COVID March-Sept 2020

Year/Demographic	+Attitude to Learning	Sig+ Reading	Sig- Reading	Reading&Attitude to Learning -
Year 5 (167)				
All	88	47	10	9.5
PP (25%)	20	2	4	
Year 6 (174)				
All	80	16	10	4
PP (20%)	12	2	2	1
Year 7 (159)				
All	84	22	14	5
PP (28%)	23	8	4	1
Year 8 (171)				
All	86	16	16	4

Total number of pupils:	665	Amount of catch-up premium received per pupil:	£80/pupil
Total catch-up premium budget:	£51,840	% of disadvantaged	24%

INTENT OVERVIEW FOR WHOLE SCHOOL DEVELOPMENT

Key intents identified through AIP priorities relating to current school context and national picture;

- To identify those pupils who may require additional support so they can make good or better progress from the potential disparate starting points across subjects.
- To use the existing resources alongside new material to support these pupils in making progress in all subject areas
- To use our Infinity Curriculum to frame these improvements inside and outside the academy
- To further enhance the CPD of staff so they are able to support pupils in the short and long term

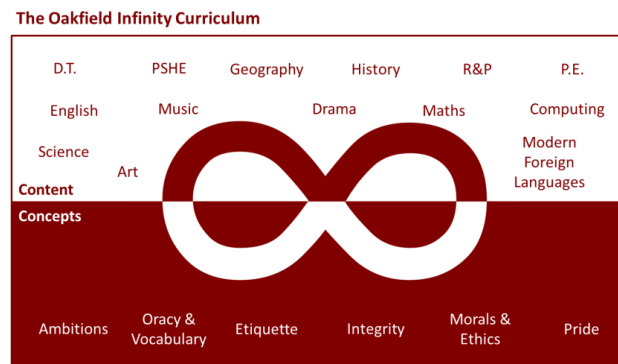
We have structured our plan into our:

Intents: *This is the 'why' of our plan. There will be a sustainable arc to all the plans and clear reasons why we feel they will have a positive impact, as well as the subject areas targeted*

Impact and Review Mechanisms: *What will be the KPIs? When will we reflect and how? What are the measurable success criteria? What timeframes are we going to work to?*

Implementation Strategies: *How we will achieve this, who is responsible, resources and costs, timescales and evaluations*

At the heart of these plans are our 6 core concepts that frame our *Infinity Curriculum*, recognising that there may be pronounced gaps in learning and progress in non-academic as well as academic facets of school life. We want our pupils to learn, apply and successfully understand how these 6 key areas will support them in and out of the Academy; realising that if they can get the core concepts right, this will underpin success in their subjects and further on into their learning journey.



INTENTS&SUBJECT AREA	IMPACT AND REVIEW MECHANISMS	IMPLEMENTATION	Person(s) responsible	Resources/ Costs per pupil and overall	Timescales	Evaluation
To improve pupil's progress, confidence and attainment in areas of literacy and numeracy in KS3	Identified were significant reading age drops in a number of pupils. As well as an increased engagement in reading we will also be using their reading age assessments taken as part of AR reading scheme as a KPI. Numeracy gaps were identified through arithmetic assessments and end of block low-stake quizzes. Analysis of the success of these 1-1 interventions will be part of the department's quality assurance methods as well as end of unit assessment raw and scaled scores.	Use of the 1-1 tuition through MyTutor. This is to take place away from school to allow pupils full access to a broad and balanced curriculum and apply what they have learnt in the sessions.	DMcG-CCR	£56.23/pupil £1180.83 total cost	10 weeks	
To improve pupil's progress, confidence and attainment in areas	Identified were significant reading age drops in a number of pupils. As well as an increased engagement in	Use of the 3-1 group tuition through MyTutor and the National Tutoring Programme. This is to take place away from	DMcG-CCR	£56.23/pupil £1686 Total cost	15 weeks	

<p>of literacy and numeracy in KS3</p>	<p>reading we will also be using their reading age assessments taken as part of AR reading scheme as a KPI. Numeracy gaps were identified through arithmetic assessments and end of block low-stake quizzes. Analysis of the success of these 3-1 interventions will be part of the department's quality assurance methods as well as end of unit assessment raw and scaled scores.</p>	<p>school to allow pupils full access to a broad and balanced curriculum and apply what they have learnt in the sessions.</p>				
<p>To improve pupil's progress, confidence and attainment in numeracy in KS2</p>	<p>Numeracy gaps were identified through end of block low-stake quizzes and teacher assessment. Analysis of the success of the tutoring interventions will be part of the department's quality assurance methods as well as end of unit assessment raw and scaled scores.</p>	<p>Use of the 3-1 group tuition through Third Space Learning and the National Tutoring Programme. This is to take place before school to allow access to a broad and balanced curriculum. Use of the resources through Third Space will also allow for CPD training for staff to support in maths</p>	<p>DMcG-CCR</p>	<p>£11.46/pupil £2750 total</p>	<p>15 weeks</p>	

		lessons throughout the year				
To improve student participation in Science and create targeted catch up low-stakes quizzes that will identify gaps and inform planning	Students to recognise the use of blended learning as part of the feedback loop. Learning gaps will be addressed through these blended learning facilities (Doddle, Developing Experts) and independence self-regulatory learning skills improved with half-and-half lessons.	Purchase of suite of Chromebook for Science Department CPD for Science staff to develop the 4 year curriculum encompassing identified gaps and sequenced topics/skills Targeted 'catch-up' using Doddle and Developing Experts.	DMcG-HG-ASA	£10/pupil £3,300 total cost Chromebooks	July 2021 (review February 2021)	
To promote and develop the use of a blended learning approach to address gaps in core knowledge but also develop a scholarship approach to learning for all humanities and computing areas. To also provide high quality CPD for staff to meet the needs of pupils relevant to	Targeted online resources for those pupils who missed units of work through COVID situation and school closure Strategic use of technology and blended learning approach to include the use of Chromebooks in lessons and Google Classroom to foster a	Purchase of suite of Chromebook for Humanities Department Online subscription renewals for 3 years (allowing for longer term impacts to be monitored and assessed) Creation of online resources that are self-assessing and allow for feedback loop to be extended outside of the academy.	ARE-CCR-DMcG	£9.16/pupil £3000 total Doddle £0.90/pupil for History and Geography £600 total Teach-ICT £0.51/pupil Computing £345 total Staffing cover costs approx.. £0.67/per pupil £450 total 3 days cover	July 2021 (review March 2021)	

<p>our context and situation.</p>	<p>scholarship approach to subject/s</p> <p>Clear CPD for department staff to plan and deliver learning opportunities that encompass low-level retrieval quizzes, interleaving learning that supports whole school focus on long-term and working memory</p>				
<p>To embed formative assessment in all its variations across the academy further. This has a proven success from the EEF (2-3 months progress across KS&4 English and Maths) but will have wider reaching and sustainable impacts on pupil learning as they move through Oakfield</p>	<p>Proven effect size of 0.4 if quality assurance and measures around its impact are robust and clear Through teacher CPD groups (already an existing part of the CPD offer) staff will meet again sharing successes and next steps, comparing with others and their experiences. Over time they are to develop a robust and supportive understanding of the strategies around formative assessment and share these with all staff through CPD sessions.</p>	<p>Purchasing of several highly regarded CPD texts and materials. Clear links to the use of formative assessment and metacognition</p> <p>Staff will choose their chosen text and be given the opportunity through the CPD sessions to meet (virtually or COVID safely) with others to talk through the material and how they may have implemented areas in their own practice</p>	<p>DMcG-CCR</p>	<p>6 CPD texts to be purchased to supplement those that are already in the CPD library</p> <p>Cost /pupil= £0.68/pupil</p> <p>Total Cost of £451.62</p>	<p>CPD sessions are twice termly and there will be pupil voice and feedback amongst these to reflect upon the successes and areas for development</p> <p>June 2021 to analyse overall impact; reflection tasks</p>

					throughout the year to ascertain the impact of formative assessment CPD on pupils learning	
To further enhance the impact of technology for SEND pupils, improve reading and spelling for those on the SEND as well as improve provision for ASD and support those experiencing SEMH concerns.	Children will be more inclined to engage in writing and reading in and out of lessons. Reading and spelling ages to improve, less dysregulation, happier more engaged learners	<p>Purchase of 10 SEND specific laptops</p> <p>Investment in NESSY programme and training of TAs</p> <p>Increase ASD TA provision</p> <p>Implementation of Forest School provision</p>	<p>JH-ET</p> <p>NWE</p>	<p>£139.99 per laptop, EHCP/K students =124, £11.29 per pupil</p> <p>£600/year= £8/pupil – This could be EHCP/K children – but also those who may benefit from it as well.</p> <p>£16.50/hour = £33 for 25 weeks (Jan – July) = £825</p> <p>This will benefit 2 groups of 5 a term, 20XASD pupils = £41.24 per pupil</p> <p>Staff £70/half day TA 3 hours/week £16/hr = £1200. EHCP/K and also PP or vulnerable children. potential for</p>	Feb-March 2021 review	

				18 children = £163.88/child		
TO encourage a return to celebrating pupil's art work and practical skills across the subject. To also explore art through technological advances and facilities	Purchasing of Chromebook and visualizers will help improve pupil's artistic skills set, peer assessment and art research and scholarship skills. They both lend themselves in particular to the lower attaining pupils who need more visual support to understand how to improve and what they need to do	Purchase of a high quality visualizer for the art department Purchase of 8 Chromebooks to facilitate the development of art research and scholarship skills.	KS-Art Dept-DMcG	£90 total, £0.14/per pupil £2240 total, £0.30/per pupil	July 2021 (review March 2021)	
To support students in learning how to develop their textiles and resistant material skills that would have been part of the Y6 curriculum	Expanding the practical provision will allow for more pupils to catch up on skill-sets they missed out due to the partial closure of the school	Purchase of 10 new top range sewing machines	PN/LP-DMcG	£140 x 10 = £1400 in total £4.20/per pupil	End of KS3 project in Summer term	

<p>Promotion of online facilities to support learning in reading and writing across the academy. Increased use of AR scheme and development of online units of work to support scholarship I learning.</p>	<p>Collation of pupil voice to measure impact and to support CPD needs. Interactive resources created to foster independence in English learning. Improving access to AR reading will develop reading ages further</p>	<p>ChromebooksX30 Online units of work created</p>	<p>EH-DMcG</p>	<p>30 Chromebooks £6180=£18.80/per pupil</p>	<p>July 21</p>	