

COVID catch-up premium report

COVID catch-up premium spending: summary

Total number of pupils:	973 (Years 7-11)
Amount of catch-up premium received per pupil:	£80.00
Total catch-up premium budget:	£77,840

STRATEGY STATEMENT

The Pool Hayes Academy catch-up strategy has a holistic approach which includes all year groups and a broad range of subjects. Pool Hayes Academy have prioritised the exam groups Year 11 as they will sit their external examinations in the Summer of 2021. The staff, at all levels, and students at Pool Hayes Academy are fully committed to ensuring that the partial academy closures have a minimal effect on the students' learning and well-being. This strategy will make sure that every young person, no matter their age or where they live, gets the education, opportunities and outcomes they deserve, by investing our time and funding on measures proven to be effective, particularly for those who are most disadvantaged.

Areas of focus:

1. Ensuring that any gaps in knowledge as a result of school closures are eliminated by our catch strategies.
2. Ensuring that students have positive levels of well-being and are confident they can achieve, despite the period of partial school closure.
3. Ensuring that the school adopts a thorough process to identify students who require catch-up.

Overall Catch Up Strategy Priority	Specific Strategy
Teaching and whole school strategy	Walkthru updated Teaching and Learning policy New Marking and Assessment policy to focus on effective feedback Department reviews January – April 2021 to monitor the quality of Teaching and Learning in all faculties Instructional Coaching Plan – Walkthrus Clusters PDSGD Group ATT KLI - focusing specifically on improving the quality of education by the implementation of a whole school teaching policy with a clear focus on teachers' marking and feedback to students in order to move forward
Targeted approaches	One to one mentoring Achievement week Year 11 intervention strategies post mock examinations Year 11 extended academy day for EBacc subjects Year 11 – Revision books provided Year 11 – Knowledge Organisers

STRATEGY STATEMENT

Wider Strategies	Communication with parents and carers, including virtual parents and carers evenings and information evenings Holiday intervention strategies Blended Learning – KLI - To ensure we have developed a sophisticated blended learning approach for our students using face to face sessions, home learning and live lessons via Teams

Overall aims for the catch up premium strategy:

- To reduce the attainment gap between your disadvantaged pupils and their peers (KLI)
- To raise the progress and attainment of all pupils to close the gap created by COVID-19 school closures
- Students have no relative gaps in knowledge when considering the national curriculum content due to partial school closures.
- Students feel confident in attending school as they want to ensure they achieve.
- Students have good levels of well-being.
- The academy implements a robust identification process through the use of diagnostic testing in addition to the ongoing assessment procedures. This is to ensure those students in need of catch up are identified early and supported accordingly.
- Departments use a combination of quantitative and qualitative data to determine which students require immediate and subsequent catch up.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Digital poverty which exists in some families, particularly for Pupil Premium students
B	Time missed due to self isolation, particularly around digital poverty
C	Curriculum changes/adaptions in light of Covid-19 (I.e practical elements, fieldwork)

ADDITIONAL BARRIERS	
External barriers:	
D	Home learning environment, particularly for Pupil Premium students
E	Isolating periods due to Covid-19 guidelines (staff and students)
F	Teaching and learning – restrictions around movement around classroom and adaptations to marking and feedback

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?
<p>Ongoing PD for staff related extended lesson time and Blended/Remote Learning. Purchase of 'Learning Walkthrus' for all staff</p> <p>£1425</p>	<p>The quality of teaching and learning continues to be excellent. Staff are confident in delivering effective 'double lessons' using PHA Blueprint. Staff adapt learning to incorporate misconceptions and gaps from COVID Lockdown Remote Learning increases in sophistication</p>	<ul style="list-style-type: none"> • COVID Response: Reduce transition between lessons and contact between teachers and students to minimise risk of transmission. • Expected students' absence due to COVID isolation and the potential of a further lockdown 	<ul style="list-style-type: none"> • Scrutiny of student books • Lesson visits • Analysis of assessment data • Feedback from stakeholders • Evaluation of Remote Learning lessons and curriculum 	AW	<p>Half termly, following each data drop</p> <p>QA cycles</p>
<p>Use of lead practitioners to deliver whole school PD to ensure staff are able to teach remotely in a confident, sophisticated way</p> <p>£13,608</p>	<p>Staff are confident in teaching remotely in order to ensure the curriculum is covered.</p>	<ul style="list-style-type: none"> • Expected students' absence due to partial academy closures • Expected students' absence due to self-isolation if confirmed as a direct contact • Teachers able to teach curriculum in the event of a full national lockdown 	<ul style="list-style-type: none"> • Careful planning and monitoring of staff PD sessions, with a particular focus on blended learning and remote learning strategies, using Teams Office 365 	AW	<p>Ongoing</p> <p>Weekly PD sessions</p>

Total budgeted cost:					£15,033
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?
Individual and small group targeted online tutoring by My Tutor £7,531.25	Targeted KS4 students will be making strong progress in Maths and Science and closing the gaps accrued due to COVID-19 and with their peers.	To improve the progress of students in Mathematics and Science (especially boys) Assessment information highlights this as a key priority. Highly effective intervention that has been successful previously. Strong engagement when used with previous cohorts. EEF Teaching and Learning Toolkits https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/ <ul style="list-style-type: none"> • One to One Tuition • Small Group Tuition 	Evaluation of assessment information over time. QA of the sessions Student feedback Teacher feedback	NBT	Half termly and following Assessment Points
Enhance online learning/revision support through purchasing in implementing GCSEPod £4227.60	KS4 students can target independent intervention and revision, using high quality online material, directly linked to teacher feedback and QLA.	ATT Trust wide decision to implement this software based on impact at academies within the group. Strong case study evidence of impact for GCSEpod	Analysis of software use and online assessment data Evaluation of assessment data Feedback from stakeholders	NBT	Half termly and following Assessment Points.

<p>To purchase additional GCSE revision guides for KS4 students</p> <p>£8,893.09</p> <p>Bags: £744</p>	<p>Pupils to have targeted revision book support to use at home.</p> <p>Pupils have the resources to revise and support their learning.</p>	<p>Pupils from disadvantaged backgrounds struggle to purchase revision texts.</p> <p>Ensuring all students have full curriculum content for all subjects, particularly covering gaps in learning as a result of COVID, as they prepare for examinations.</p> <p>Need to develop pedagogy and staff/ student understanding of how to use revision guides effectively</p>	<p>Books will be released through an event with parental knowledge and a focus on the GCSE journey.</p> <p>Books will be referred to and used by class teachers and will form part of intervention and revision sessions</p>	<p>NBT</p>	<p>October 2020</p>
<p>To provide stationery, printed resources to students, if needed.</p> <p>Stationery: £631.06</p> <p>Postage home: £1000</p>	<p>Pupils have the resources to revise and support their learning.</p>	<p>Pupils from disadvantaged backgrounds struggle to purchase revision texts.</p> <p>Ensuring all students have full curriculum content for all subjects, particularly covering gaps in learning as a result of COVID, as they prepare for examinations.</p>	<p>Work packs printed and posted home, as and when appropriate.</p>	<p>NBT/AWi</p>	<p>Ongoing</p>

<p>To continue to communicate with our parents and carers through email and our School Comms text message service</p> <p>Text messages: £2000 School Comms cost: £1796</p>	<p>Parents and carers receive vital communication in order to support their child's learning</p>	<p>The need to communicate with parents and carers in detail in order for students to be able to access learning and minimize the overall disruption to their education</p>	<p>School Comms service used consistently so all parents and carers receive vital communication</p>	<p>PH</p>	<p>Ongoing</p>
--	--	---	---	-----------	----------------

<p>To purchase laptops and connectivity dongles to close the digital poverty gap and provide students with better hardware for learning at home.</p> <p>£31,136</p>	<p>All pupils to have internet connectivity rather than using expensive data.</p> <p>☑ Pupils most of need have access to hardware</p>	<p>Digital poverty survey indicates that mobile phone learning is not as effective as laptop learning.</p> <p>☑ Clear that participation analysis in the March lockdown shows that pupils without hardware were less likely to engage in remote learning.</p> <p>☑ Our Trust blended learning philosophy requires students to have access to hardware.</p> <p>☑ Research indicates that digital poverty has widened the progress gap for the disadvantaged pupil.</p> <p>☑ Reading – Gov.UK “Leaving No-one Behind In A Digital World”.</p>	<p>Use of PHA digital poverty survey to indicate most at need in the upper years.</p> <p>Laptops released with our Trust monitoring, safeguarding and imaging software.</p> <p>Robust loan agreements formed with parents and carers</p> <p>Laptops set up with easy links to our learning platforms – Hegarty Maths,</p> <p>Hardware will be returned and used with future cohorts.</p> <p>Advice from ATT IT to secure the most cost efficient and effective hardware.</p>	<p>NBT</p>	<p>Continually reviewed</p>
Total budgeted cost:					57,959
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?

<p>GL Assessment (CAT tests and Reading Tests)</p> <p>£3800</p>	<p>Baseline testing of all Y7 students supports appropriate setting.</p> <p>The year 7 curriculum will be appropriately challenging and leading to strong progress including closing the gaps accrued due to COVID-19.</p>	<p>To identify new students quickly in order to be able to put in place targeted intervention and ensure the curriculum is appropriate.</p> <p>To provide standardised national scale data in the absence of KS2 data and to support internal baseline assessments.</p>	<p>External assessment to validate results for the academy and against national standards.</p> <p>SLT analysis and planning to share ideas and ensure all aspects of the curriculum are considered.</p>		<p>Half Termly / Termly</p>
<p>Mental Health and Well-being training for staff</p> <p>£</p>	<p>All staff trained and confident to provide support and signpost intervention for students and staff</p>	<p>https://www.mentalhealth.org.uk/publications/impacts-lockdown-mental-health-children-and-young-people</p> <p>All staff required to be fully equipped to support students when facing MHW challenges as a result of COVID</p>	<p>Feedback from staff and students.</p> <p>Analysis and evaluation of reporting and signposting activity</p>	<p>HM</p>	<p>Half termly</p>
<p>Purchase online Parents' Evening software – SchoolCloud</p> <p>£1048</p>	<p>Increased attendance/engagement at Parents' Evenings</p>	<p>Internal data which shows inconsistent attendance at Parents' Evenings</p> <p>Minimise risk of having large numbers of parents/carers attending the academy</p> <p>Evidence of improved engagement at other ATT academies</p>	<p>Evaluation of parental attendance data.</p> <p>Stakeholder feedback</p>	<p>NBT</p>	<p>Review after each event with lessons learned implemented</p>

Total budgeted cost:

£4,848

ADDITIONAL INFORMATION

We have based our decisions on where to direct the Covid Premium funding on the following key findings.

- Changing teaching strategies demand instantaneous feedback and support for this through online packages such as Hegarty in Maths, will provide staff with opportunities for timely AFL.
- Student mentoring and tuition - My Tutor to address gaps in knowledge highlighted due to Covid 19 absences.
- Tackling digital poverty to ensure blended learning is successful, especially for disadvantaged students
- Year 11 - academy purchased GCSE revision books, particularly for EBacc subjects where assessment is based on examinations.

Sources:

EEF covid support report for schools

DFE catch up premium guidance

Internal assessment data

Staff and students surveys

Analysis of attendance records

Gov.uk publication: 'Leaving No One Behind in a Digital World.'