

Covid Catch-up Premium

<i>Academy</i>	Oasis Academy Sholing
<i>Academic year</i>	2020-2021
<i>Total catch up premium amount</i>	£77900
<i>Number of pupils</i>	1012
<i>Guidance</i>	<p>Academy catch up funding allocations are calculated on a per pupil basis providing each academy with £80 per child from Reception to Y11. The funding is 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 be included below.</p> <p>In order to fund the deployment of a teach first teacher at every academy, the catch-up funding was pooled. The costs of a teach first placement (at a discount of 33%) across 52 academies was deducted from the total funds allocated to OCL. The remaining funding was allocated on a pro rata tiered basis according to the size of each academy. The “total catch-up premium amount” referred to above is the amount received by the academy to fund their allocated teacher plus the residual amount of funding allocated pro-rata.</p>

Use of funds

Use of funds	EEF guidance – tailor to those selected
	<p>The EEF areas used:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> • Supporting great teaching • Pupil assessment and feedback • Transition support

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	<p>Targeted approaches</p> <ul style="list-style-type: none"> • One to one and small group tuition • Intervention programmes • Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> • Supporting parent and carers • Access to technology • Summer support
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Identified impact of lockdown

Area of need identified	Outline of identified need as identified by the academy – evidence of need
A.	Identify gaps in student’s understanding or knowledge.
B.	Ensure that students have positive levels of mental health and well-being and are confident they can achieve.
C.	Overcome the impact of lost teaching time.

Planned expenditure on the areas identified by EEF

Desired outcome	Chosen approach a	Impact (once reviewed)	Implementation	Staff lead	Review date
Identify gaps in student’s understanding or knowledge. The school implements a robust identification	Low-stakes, in-lesson quizzing for all students to identify and rectify gaps in knowledge. Year 7 programme of testing including Midyas, No more Marking diagnostic and NFER reading test.	Year 7 programme implemented to identify gaps in learning. A further diagnostic test will be administered to check on progress and to inform further catch up where necessary.	SLT lead Year 7 diagnostic testing. CPD carried out by catch-up leads with HODS.	SAS	December 2020

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<p>process through the use of diagnostic testing in addition to the ongoing assessment procedures. Identifying gaps in student's understanding or knowledge and then to address gaps in a timely manner.</p>		<p>Health check to be carried out on department markbooks. This is to ensure that ongoing assessments are accurate.</p>	<p>SLT Raising Standards Lead implementing ongoing assessment programme.</p> <p>Systematic Departmental Health check review.</p> <p>Rationale behind the process shared with teaching staff cohort on inset.</p> <p>External health check on markbooks will be</p>		
<p>Ensure that students have positive levels of mental health and well-being and are confident they can achieve.</p>	<p>Ensuring pastoral care that is high quality mental health support through the adoption of ACES (Acute Childhood Experiences).</p> <p>Access to grief, loss and anxiety counsellor.</p>	<p>Daily well-being focus through specific Year group related activities. Daily access to personal tutor and personal and emotional guidance.</p> <p>Appointment of key roles:</p> <p>Welfare Officer.</p> <p>Mental Health and Well Being support worker.</p>	<p>SLT lead with key responsibility for mental health and well-being recovery programme.</p>	<p>ERO</p>	<p>February 2020</p>



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		<p>Senior student support through regular representative year group meetings.</p> <p>A modified extra-curricular and sporting timetable for all year groups.</p> <p>Assistant SENDCO with recovery programme focus.</p> <p>Daily well-being focus through specific Year group related activities. Daily access to personal tutor and personal and emotional guidance.</p> <p>Increase tutor time to enlarge support network for students.</p> <p>External agency provision reviewed and amended to include identified gap</p>			
Overcome the impact of lost teaching time.	The application of spacing and interleaving, which helping students to commit knowledge and skills into their long-term memories as well as achieve subject mastery.	<p>Each Head of Department/Subject has presented a department recovery programme identifying the following:</p> <p>Remote learning provision review including developmental areas.</p>	Department recovery models presented to SLT for validation and review.	KED	Sept 2020



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	<p>Precise support for all students and planned intervention strategies for blended and remote learning.</p> <p>Reading strategies that endeavour to make all students fluent readers.</p> <p>New Oasis Horizons project implemented across the organisation with every student using an ipad to promote, enhance and supplement their learning. Continued communication with parent and school especially to support those students who are disadvantaged</p>	<p>Knowledge/curriculum gaps and year group analysis.</p> <p>Anticipated amendment to scheme of work and curriculum delivery as a result.</p> <p>Key Stage 4 curriculum plans have been reviewed as a result of changes to assessment arrangements in certain subjects.</p> <p>In subjects where the full specification content is still required to be covered, Heads of Department have modified their plans to ensure that all knowledge and skills are taught rigorously.</p>	<p>Alignment to overall school recovery audit to identify priority.</p> <p>Specific CPD planned and implemented to share the rationale behind the concept of a recovery curriculum.</p> <p>Examples of medium and long term plans were provided and additional plans were shared as good practice.</p>		
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Covid-19 catch-up total

Covid catch up total	£77900
Actual cost of interventions	£77900



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Covid 19 catch-up premium (based on Student numbers)	Budget £
Teachfirst mentor	26,556
Diagnostic testing	1,500
Literacy Intervention – Core	15,905
Mental Health Worker	11,195
Supply – Teacher release	5,000
1:1 literacy support	3,244
Modern Foreign Languages and Maths Mentors (Teachfirst)	8,000
Accelerated Reader and reading resources	4,000
Homework club	2500
Total expenditure	£77,900