Joseph Leckie Academy COVID-19 catch-up premium spending plan

SUMMARY INFORMATION			
Total number of pupils:	1163	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£93080		

STRATEGY STATEMENT
- Academy catch-up priorities: To identify and then target underachieveing gaps in knowledge and progress in groups especially in Years 7-9 (Year 10 /12 will predominantly be targeted through form time and Period 6 when they move to Year 11 and 13 respectively).   - The core approaches we are implementing and how these will contribute to helping pupils catch up missed learning: Catch up Mentoring programme -2 mentors applied for;   - The overall aims of your catch-up premium strategy, for example: - To reduce the attainment gap between disadvantaged students and their peers   - To raise the attainment of all students to close the gap created by COVID-19 school closures including higher ability and non PP students   - To increase support for mental health and well being of students during isolations/Lockdowns and on return to school

Barriers to learning

You could use the following data sources to help identify barriers to attainment in the Academy:

> Time for staff to complete the Internal assessment

> Difficulties in assessing students remotely

> Students accessing on-line learning due to family related issues, personal losses, numbers in the house or parental support.

> Student mental health and well- being during and on return from Lockdowns and isolation

> Staff, student and parent consultation evenings due to Covid restrictions

> Attendance due to isolations throughout the year as in an area of high infection rates

> Student behavior due to isolations

BARRIERS TO FUTURE PROGRESS AND ATTAINMENT	
Academic barriers: (issues addressed in school such as low levels of literacy/maths)	
A	Low Literacy Levels and KS2 low progress results and language abilities from EAL cohorts, particularly Eastern European origins
B	Large numbers of FSM (PP) students
C	Low level of aspirations from a number of cohorts of students to learning, particularly white British

ADDITIONAL BARRIERS	
External barriers: (issues which require action outside school such as home learning environment and low attendance)	
D	Lack of parental support for some students when students are isolated/lockdown – students who do not engage with lessons
E	Lack of technology/internet access for some families despite additional provision, due to numbers in families
F	PA for some students when in school and those who have not fully returned due to Covid.

Planned expenditure for current academic year

The headings below will help you demonstrate how you plan to use the catch-up premium to improve classroom pedagogy, provide targeted support and support whole-school strategies.

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?
• Develop the use Teams, Streams, Form SharePoint and other online resources and assessment tools through staff training – online sessions • Staff take time to prepare on-line curriculum • Blended learning curriculum on return from Lockdown/isolation	Staff access courses/training for on-line materials Materials for supporting groups/individuals Staff trained and confident in use Curriculum on-line Use of on-line materials when students return to boos class based lessons Homework activities using remote lessons	Teams. Streams and SharePoint materials are a useful way to deliver online learning and easy to monitor Forms allow teachers to assess learning and upload easily Teams assignments to monitor work On-line resources created can be used within the classroom and for homework/revision tasks to support consolidation and catch up for those who didn't engage	HOF/HOD monitor teachers Link leaders monitor SharePoint TR to monitor Teams/Streams sample lessons and liaise with LT Link Samples of forms, streams and teams available – Drop ins on line Materials on SharePoint Drop ins on return Link meetings	TR/LT TR HOF/HOD/ LT HOF/HOD/ LT	On-going weekly by LT
• Increase numbers of Lap Tops and internet access for students on top of Government provision – liaise with TR and order additional devices as needed	Students with increased access	More students need access doe to sharing 197 government lap tops but still not all can access online	Monitored by TR/RV	TR/RV	End Feb

• Staff time and skills to plan and make accurate assessments including use of Teams and Forms during Lockdown and assessments on return to identify gaps	Identified student gaps Mark sheets Interventions targeted at gaps in provision	Quick and easy assessments to rapidly identify gaps and who is not working Usual assessments will identify gaps on return	Assessments produced Homework tracker HOY and HOF/HOD to monitor Students chased (tracker evidence) Faculty/department trackers	HOF/ HOF/ LT	Weekly monitoring and using academy termly data
• Differentiated lessons/resources and higher order/targeted questioning so students in classes can be taught at different paces – Supported by some Lap Tops to use in classes • Extended hours for Library to open for extra sessions after school	Differentiated materials and tasks Students able to work at correct level Those who completed work during lockdown able to continue at same level. Extension tasks for more able Extra tasks for students who are behind.	As staff consolidate and assess there will need to be differentiation Students then given opportunity to catch up – and parents engaged so as to know what this means for their child	Drop ins Resources Library use	HOF/ HOD Teachers LT	Weekly ongoing
• Teaching encourages high expectations from all and creates an atmosphere of wanting to be successful and raises aspirations of those who have fallen behind – support and care • Teachers and TA's use coaching skills in the classroom and in small groups to get the best out of students	Students start to catch up Aspirations raise Less referrals for well-being support Culture of positivity	Awareness from teachers that some students may be behind due to factors beyond their control: loss, lack of internet/access, family issues, not just a lack of effort.	Drop ins Well being referrals – students speak well of teachers support	HOF/ HOD/LT	On-going on return
• Teachers apply TEEP learning cycle and TEEP principles in lessons	Evidence of TEEP Cycle underpinning elements in evidence	This has proved to be effective way to ensure quality teaching and learning	Drop ins	HOF/ HOD/LT	On-going
				Total budgeted cost:	£10,000

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?
• Academic Mentors – work in Maths, Science, English	Mentors work with targeted students/groups and address gaps in knowledge	Mentors trained by faculty staff to support students in small groups to do catch up work.	Monitor interventions Monitor data Drop ins	RV/HOF	Every month once appointed – waiting for confirmation of allocation as of Feb 2021
• Catch up TA's in English. Business/MFL and Humanities/ICT with identified students in class • Small group work provided on return • Calls home when in isolation/lockdown	Student relationships and well being improves with targeted students/groups Improvement in gaps as shown in data Differentiated work Mentoring evidence Logs of calls	TA's can be moved to work with different students as gaps identified Initially English as Literacy a key area; Business – have no TA and Languages progress scores low ICT have no support for interventions and humanities areas lack TA support for all areas. Students need support when working from home so calls made to support/engage those not working.	Use of data to track students/groups Phone logs and intervention sheets	TR/HOF/ HO/RV	After Lockdown and data collections or assessments

• Well- being and emotional support – see actions in well-being plan and with support from Safeguarding assistant and other support workers • Well-being survey for staff and students • Additional 2 staff trained on Mental Health First Aid £300	Student issues supported 1-1 and small group work Well- being materials available in school and on-line to support Staff need to be emotionally well to teach and support effectively Materials on-line for students to stay active and feel supported Students grow in confidence Students settle back into school after isolations/Lockdowns Results of staff and student well being survey	Students well being must be paramount for students to learn If not students will not attend and get further behind Students will miss lessons or not work at home	Secure records on MyConcern Mentoring records Phone call logs Emails to students and responses	GR/MN/	On-going issues as they arise

Total budgeted cost:	£50K

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?
• On-line resources: Seneca; PIXL;Kerboodle; Tassomai and others as requested by Faculties	Targeted materials for individual students Assessments completed on-line Student engagement in resources Reducing gaps - data	Good additional revision tool for teaching staff to use to consolidate, use when students in isolation or for homework tasks	Monitor usage in those areas using the materials Monitor data from faculties/departments	TR	Data collection every term

• Development of revision materials by Teaching staff/HOF/HOD and revision guides as needed for identified students and • Other resources purchased as needed for individuals based on the identified gaps. • Materials produced by Teachers and TA's to support students in catch up sessions	Improved resources on SharePoint On-line curriculum SharePoint Sites Streams/Teams Revision materials produced and in use Revision guides purchased and loaned as needed for non PP students Other materials produced	Materials can be targeted to students Materials can be used with other students repeatedly Teachers and TA's can produce effective revision materials	HOF/HOD/LT monitor SharePoint Impacting on grades via data monitoring	HOF/HOD/ RV	May half term - ongoing
• Update of technology and increase wi-fi for technology to be used with catch up groups	Technology supporting delivery to catch up groups Lap Tops/Tablets and internet provision in place in classrooms Catch up lessons and homework clubs using technology	On-going re-use with students over time to support a number of individuals and groups – more effective use of time to use resources again for consolidation with teacher support		HOF/HOD/ RV	May half term and ongoing
• Class teaching to identified catch up groups beyond P6 – e,g. Saturday club/holiday catch up sessions (summer schools for Y7-9) or P6 for other years using online resources, supported by quality teaching	Students attending and engaging Grades on assessments increasing	Additional time needed for students who have fallen behind In groups using technology classes can be targeted to dot he Teams/Stream lessons – or repeat with teacher support. Teachers/TA's can support	Link Leader discussions Agreed planned activities with LT Drop in to sessions offered Only identified staff who offer (over their P6 commitments) agreed with HOF/HOD/LT	LT HOF/HOD	May half term and ongoing and at end of summer holidays
• Specific interventions in form time for Y11, 12 and 13 provided by specialist teachers	As part of form time work	Already has impact so will continue to use time effectively	HOY to monitor form time LT drop ins	Form Tutors/HOY	Ongoing

• Literacy and numeracy interventions in form time can be introduced 1-3 days a week by TA's for Years 7-8 with students being withdrawn as needed – use Stream materials, SharePoint work or specific programmers e.g. Lexia, Bite size, Seneca	Targeted groups for intervention work for small groups in place	Use of 2-3 sessions of form time per week with identified groups can have good impact in short bursts Use of materials already prepared so TA's can deliver		HOF/HOD/RV	monthly
• Use of ex students or Year 12/ 13 students as volunteers to support teach or mentor with catch up sessions above e.g. in Maths and English • Older students can also support summer holiday catch up sessions	Mentors in place Students offering catch up sessions	Ex students know our curriculum and can gain work experience Current students can teach lower years and this gives them mentoring experience and can be used on CV for university etc	Monitor data Drop ins to catch up sessions Student attendance at sessions Feedback from the students	HOF/HOD/RV	
• Celebrate successes with rewards	Revised rewards system in place to encourage gaps to be reduced by students Students receiving rewards Positive culture around school and engagement in learning	Rewards and culture of success engages students and increases well-being and sustains interest when times will be hard.	Rewards issued	BB/RV	
				Total budgeted cost:	£30K

ADDITIONAL INFORMATION

In this section you could annex or refer to additional information which you've used to support the sections above. For example:

- Robust data systems in faculties/academy used to track data and identify groups

- Well-being of individuals discussed with HOY/ Tutor and MN/GR/RO

- Effective safeguarding/well-being systems in place to identify students causing concern

- Effective monitoring in place to identify students who are not working

- Results of student and staff consultation survey – will be incorporated into the reviewed document once completed

- Analysis of attendance records for students with PA

- Case/mentor sheets/interventions studies of individual students

- My Concern records

- Well-being Action Plan

- This plan sits side by side to the PP Plan and Academy Improvement Plan