

Skinners' Academy

COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	1031	Amount of catch-up premium received per pupil:	£80 (Year 7-11)
Total catch-up premium budget:	£72,000		

STRATEGY STATEMENT

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. We believe in an evidence based approach to intervention, this is particularly important when the intervention relies on public funding. Our catch-up strategy is heavily aligned to the guidance from the Education Endowment Foundation - COVID-19 Support Guide for Schools. This three tiered approach includes:

Teaching and whole school strategies

- High quality teaching for all
- Supporting great teaching
- Pupil assessment and feedback

Targeted support

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Access to technology
- Supporting parents and carers
- Summer support

Barriers to learning

BARRIERS TO LEARNING	
A	TS: Gaps in knowledge as identified by each Head of Department (HoD)
B	WS: SEND students are making social, emotional and academic progress following the lockdown period
C	WSS: Gaps in 'careers and further education' advice and guidance
D	WS: Lack of normal social interaction
E	WSS: Wellbeing: Concerns around anxiety as a result of lockdown periods
F	T: Support and professional development for teachers

WS: Wider strategies

T: Teaching

TS: Targeted support

WSS: Whole school strategies

Planned expenditure for current academic year

Teaching and whole-school strategies					
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?
Ensure teaching staff are supported and prepared to deliver the curriculum and support pupils transition back into school	<p>Teaching staff feel prepared and adequately equipped to deliver the new planned curriculum.</p> <p>Teaching staff are able to use technology effectively to support delivery of the curriculum.</p> <p>Teaching staff are confident in using techniques to support pupils wellbeing and know where to signpost for additional support.</p>	<p>'Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable.'</p> <p>EEF's COVID-19 support guide for schools</p>	<p>Continue to provide training and support to teaching staff on curriculum development.</p> <p>Provide adequate time for teachers to conduct this work.</p> <p>Survey pupils to assess how well they feel they are being supported</p> <p>Continue to work with WAMHS worker to provide expert input into our strategies</p>	IWH & JKE	Termly

<p>Ensure that pupils have sufficient opportunities to receive effective careers and further education advice</p>	<p>STEPs programme implemented – allowing each pupil a targeted careers experience. Hackney Careers Collaborative resources are fully utilised to ensure students in Years 9-13 receive additional careers support.</p>	<p>‘Good career guidance helps inspire pupils towards further study and enables them to make informed decisions whenever choices are open to them. It helps them to understand enough about the world of work to know what skills they need to succeed. It is important for social mobility because it helps open pupils’ eyes to careers they may not have considered’ The good career guidance report</p>	<p>The careers officer will implement a CIEAG plan that will be matched to the Gatsby benchmarks</p>	<p>HPO</p>	<p>Termly</p>
<p>Design an easily accessible social and emotional learning programme to support pupils wellbeing</p>	<p>Pupils are well aware of the support mechanisms available to them, and use these as a first port of call when struggling with their mental health</p>	<p>‘There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. For example, longitudinal research in the UK has shown that good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health.’ EEF - why do social and emotional skills matter?</p>	<p>Use the SAFE model to implement this across the Academy.</p> <ol style="list-style-type: none"> 1. Sequenced activities that lead in a coordinated and connected way to skill development 2. Active forms of learning that enable young people to practice and master new skills 3. Focused time in the school day/classroom (or in more ‘blended’ models) spent developing one or more social and emotional skills 4. Explicitly define and target specific skills 	<p>RAD</p>	<p>Termly</p>

<p>Ensure gaps for pupils with SEND are significantly reduced</p>	<p>SEND pupils achieve well in relation to their starting points and expected outcomes.</p> <p>They report that they are happy, feel safe and enjoy school.</p>	<p>‘The evidence review for this guidance report found strong evidence that high quality teaching for pupils with SEND is firmly based on strategies that will either already be in the repertoire of every mainstream teacher or can be relatively easily added to it’</p> <p>EEF's SEN in mainstream schools</p>	<p>The EEF guide highlights 5 recommendations to ensure successful outcomes for pupils with SEND these are:</p> <ol style="list-style-type: none"> 1. Create a positive and supportive environment for all pupils, without exception 2. Build an ongoing, holistic understanding of your pupils and their needs 3. Ensure all pupils have access to high quality teaching 4. Complement high quality teaching with carefully selected small-group and one-to-one interventions 5. Work effectively with teaching assistants <p>The Academy will ensure that these recommendations are implemented in the plan</p>	<p>JKE & IWH</p>	<p>Termly</p>
<p>Total budgeted cost:</p>					<p>£2150</p>

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?
Implement a tuition programme that gives pupils the opportunity to address significant gaps in learning	Identified pupils receive small group tuition – guided by an achievement plan	<p>'There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.'</p> <p>EEF's COVID-19 support guide for schools</p>	An intervention strategy based on assessments from each HoD will inform a broader tuition programme coordinated by the AP -KS3 & KS4	CHA	TBC – in relation to each intervention strategy
Total budgeted cost:					£64,850

Wider strategies					
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?
Create opportunities for pupils to interact socially and have experiences beyond the academic curriculum	Pupils (especially those in KS3) will have additional opportunities to socialise in a summer programme	<p>'Summer programmes can benefit pupils socially and academically, helping to ensure that they return to school ready to learn. Summer support can also focus on a wide range of outcomes, such as confidence and wellbeing, and include a wide range of activities such as sports, music and drama that children might have missed out on during lockdown.'</p> <p>EEF's COVID-19 support guide for schools</p>	Employ a summer programme coordinator who will design the provision for a two week period. Subject teachers, Heads of Year and the WAHMS worker will all contribute to the content of the programme	DAL & NBE	£8000
Total budgeted cost:					£8000

Strategy	Cost detail	Cost
TS: Gaps in knowledge as identified by each Head of Department (HoD)	Appoint 4 Academic tutors on a fixed term contract – Maths & English Provide small group tuition from summer to autumn term for identified pupils	£64,850
WS: SEND students are making social, emotional and academic progress following the lockdown period		£0
WSS: Gaps in 'careers and further education' advice and guidance	Purchase Unifrog – an online platform that provides a structured and cohesive career strategy for KS3, KS4 and KS5 and also helps meet the Gatsby Benchmarks.	£2150
WS: Lack of normal social interaction	Provide a summer programme for pupils to attend – mainly KS3 pupils but some days dedicated to KS4 students	£8000
WSS: Wellbeing: Concerns around anxiety as a result of lockdown periods		£0
T: Support and professional development for teachers		£0
TOTAL		£75,000
		An additional £3000 will be provided by the Academy to supplement the total spend