COVID-19 catch-up premium report 2020-2021

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION	
Total number of pupils:	874
Total catch-up premium budget:	**£69,960**

STRATEGY STATEMENT
COVID-19 has had a significant impact on many of our students. They have spent many months in lockdown and many students faced further disruption because they either tested positive themselves or were identified as close contacts of a positive case, meaning that they were isolating at home. Rockwood Academy have been delivering a remote learning provision for all students and we have taken positive steps to support their emotional wellbeing. We understand that disadvantaged students have been particularly hard hit by the pandemic and that national inequality is likely to have been exacerbated.

The awarded Covid-19 Catch Up Premium funding will be used to ensure that all students are 'caught up' in all aspects of their school life and are well placed for future success in these extraordinary times.

Our priorities and aims include:

- Ensuring that every child has access to a computer device at home so that they can access the remote learning provision in case of further lockdowns or if they need to self-isolate at home (blended learning).
- All students are assessed upon return to school to ascertain gaps in their knowledge or skills set.
- Teachers have adequate training and the resources to plug these gaps.
- Ensuring that every student is supported in their physical and mental wellbeing as they return to school.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Attendance and engagement with the online learning provision
B	Lowered literacy levels due to not having opportunities to read as much
C	Gaps in knowledge and skills that have developed because of the pandemic

ADDITIONAL BARRIERS	
External barriers:	
D	Reduced social skills due to being 'in lockdown' for so long
E	Students will have experienced more social, emotional and mental health issues during the pandemic

Planned expenditure for current academic year

Quality of teaching for all					
Desired Outcome	**Chosen action / approach**	**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?**
Increase the academic outcomes of KS4 students	Additional funding has allowed for subjects to purchase additional revision resources.	Students have access to revision resources for all their subjects as required. As they can access from both school and from home, this will support their learning and plug any gaps in their knowledge.	Robust assessments at each data collection point will allow teachers to identify those who would benefit most from additional revision resources.	JWS	At each assessment point.
Increase the academic outcomes of students who have the biggest gaps in their knowledge / skills	National Tutoring Programme (NTP)	Many students have gaps because they didn't have access to a computer device, or they may not have the parental support at home to ensure that they are always engaged with the remote learning provision. It is well evidenced that the NTP can help to close these gaps.	Data is used to target specific students in different year groups. These students will be enrolled on a ten-week programme where they will receive weekly tutoring in either English, Maths or Science.	JWS	May 2021

Increase the academic outcomes of KS3 students, particularly in literacy and oracy	Reading programmes e.g. Accelerated Reader, new reading books, update library provision in the academy, debating programme	During lockdown, the emphasis has very much been on remote learning which has largely been online. JQA delivered live lessons for full academic days and because of this, the frequency of other 'skills' such as physically writing, speaking and reading books decreased.	Class readers ordered and students in every class are reading. Transformed library space in the academy. Students participating in the debating programme.	JWS / CRN	July 2021
				Total budgeted cost:	£ 3648.98

Targeted support

Desired Outcome	Chosen action / approach	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?
To offer additional support to students who have a SEND or are EAL	Additional teaching assistant	This is the student group who had the most difficulty accessing and engaging with the remote learning. There is a danger that these students may fall behind even further behind. There is evidence that additional support in the classroom and small group / 1:1 is beneficial in increasing outcomes.	The teaching assistant will be deployed to support specific students in a variety of beneficial ways	DCE	At each assessment point (SEND / EAL data)
				Total budgeted cost:	£ 15030.02

Other approaches

Desired Outcome	Chosen action / approach	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?
To increase capacity and provide full pastoral support to all students and to ensure that the social, emotional and mental health needs of our students are being met	Subscription to Ed Psych, psychology training for staff	It is well documented that Covid-19 and the lockdown has had a detrimental impact on many people, particularly in young people. Some of our students have suffered family bereavements as a direct result of Covid-19. Measurable positive impact in the student's mental wellbeing and other aspects of school life.	Student attendance monitored, wellbeing team available throughout the day for student drop-ins if they are feeling anxious or worried. Survey of students to identify effect of lockdown on well-being and impact of any intervention.	DCE / PDS	At the end of each term.
To provide more opportunities to students for celebration, recreation and social time to help restore peer relationships that may have broken down during lockdown.	Celebration events, external trips, in school activity days, table tennis tables.	It is well documented that Covid-19 and the lockdown has had a detrimental impact on many people, particularly in young people. Peer-peer relationships may have broken down during lockdown and as an academy, we should support our students to restore these. Measurable positive impact in the student's mental wellbeing and other aspects of school life.	Table tennis tables installed in the playground and in use by students during recreational times. A trip for every year group. A week of activity days for every year group.	HDN	At the end of each term.

Desired Outcome	Chosen action / approach	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?
Provision of IT devices in place for students who do not have this at home or for families who have more children than IT devices.	Audit completed for all students to ascertain IT situation, laptops, tablets and internet access purchased and distributed as necessary.	Students who do not have access to IT equipment are immediately disadvantaged, especially because they are unable to access the remote learning provision. Even after returning to school, this remains an issue due to the need for blended learning in some cases and they also need the device to access the NTP tutoring sessions and other catch-up resources from home.	Student audit to see who has access to a computer device and internet access. If there are more than the government laptop delivery can meet, more devices to be ordered and issued to students.	SDR	July 2021
				Total budgeted cost:	£ 51281.00