

# Covid Catch-up Premium

<i>Academy</i>	Oasis Academy Mayfield
<i>Academic year</i>	2020-21
<i>Total catch up premium amount</i>	£72 207
<i>Number of pupils</i>	883
<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 TeachFirst 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 TeachFirst 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><b>Pupil assessment on entry and re-testing in-year to review progress. Key areas assessed are literacy, numeracy and cognition (No More Marking, NGRT baseline assessments, GL assessments)</b></p>	<p>The EEF areas used:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>▪ Supporting great teaching (additional classes KS4 and additional teacher)</li> <li>▪ Pupil assessment and feedback (baseline assessment and midyear review)</li> </ul>

# Covid Catch-up Premium

<p><b>Employment of an additional teacher of English and Maths to secure rapid progress for students not reaching age-related expectations</b></p> <p><b>Whole school ‘Reading for Enjoyment’ programme to accelerate the low-level literacy barriers across the Academy</b></p> <p><b>Small group tuition in literacy and numeracy through Higher-Level Teaching Assistants and Teach First Academic Mentor (Phonics, Paired Reading, Numeracy Ninjas)</b></p> <p><b>iPad devices allocated to all students across the Academy to facilitate distance and online blended learning.</b></p> <p><b>Training for students and parents / carers provided on effective use of iPads by in-house staff experts.</b></p> <p><b>STAR/RSI deployed to lead small group literacy groups</b></p>	<p>Targeted approaches</p> <ul style="list-style-type: none"> <li>▪ One to one and small group tuition (SEND small group provision, Phonics small group provision)</li> <li>▪ Intervention programmes (phonics small group provision, numeracy small group provision)</li> <li>▪ Pastoral support to overcome challenges with mental health, wellbeing and wider pastoral needs (Assistant Head of Year in every year group)</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>▪ Supporting parent and carers (training on use of e-devices supplied to disadvantaged households for KS4 student sole use)</li> <li>▪ Access to technology (distribution of iPads for sole use by all students)</li> </ul>
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## Identified impact of lockdown

Area of need identified	Outline of identified need as identified by the academy – evidence of need
<b>Exceptionally low reading age of incoming Year 7 cohort</b>	Y7 STAR data and NGRT tests show lower than average cohort reading age with majority of students below age-related expectations
<b>Gaps in knowledge from missed and forgotten learning core subjects across all year groups</b>	Extra-curricular intervention groups across year groups in Maths in Y7-Y11
<b>Higher number of students with SEMH in KS3</b>	Larger percentage than average identified students with SEMH in Year 7 requiring additional small-group and in-class support
<b>Lack of baseline data for incoming Y7</b>	Y7 did not take SATs assessments and therefore the gaps in skills and knowledge unknown on entry. Need to identify these as soon as possible via baseline assessments and re-test students in-year to review progress

# Covid Catch-up Premium

**Lack of legacy data for Y8-11 given context of national lockdowns – impacting on wider assessment model**

Lockdown presented challenges around implementing the rhythm of assessment established at Oasis Academy Mayfield

## Planned expenditure on the areas identified by EEF

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead/owner	Review date
<b>Known gaps in literacy, numeracy and cognition known for Y7 students and mid-year testing to review</b>	GLS Assessment costs: £888 September 2020 £888 March 2021 No More Marking costs: £600 September '20   February '21	Impact assessed through mid-year review data	AHU / MHA	March 2021
<b>Additional pastoral support for all years to support effective return to classroom learning</b>	3 x Additional Assistant Heads of Year deployed £55 074 1 x Attendance Officer £19 101	Reduction of PA students in all years Increase in attendance data across all years to bring in line with National Average Serious behaviour incidents fewer as evidence of de-escalation through Assistant Head of Year	Heads of Year AWI	Half-termly
<b>Additional capacity for numeracy teaching</b>	Deployment of additional Teach First Academic Mentor £20 080	Additional groups for numeracy small-group targeted intervention	SKN / API	Teach First Assessment
<b>Private tutoring capacity through NTP for English and Maths</b>	Provision for 60-students taking part in 3:1 tuition through a 15-week programme (£45 per session with costs subsidised by 75% by the DfE / government Catch Up Funding) £3 375 (subsidised cost)	Progress and attainment data for students engaging with the NTP programme  Impact report from tutors / MyTutor	SKN / MKI	May 2021
<b>Access to sole devices for</b>	Oasis Horizons Project – Academy contribution of £20 per device	Engagement tracker in online learning	AWI	Weekly for all students

# Covid Catch-up Premium

<b>online / blended learning for all students in Y7-10 (laptops provided from existing pool within Academy for Y11)</b>	705 iPads £14 100 Dongles supplied to students without internet access £250		Heads of Year	self-isolating / lockdown tier-dependent
<b>Additional leadership capacity in English and Maths to target interventions within and outside of the curriculum in KS3</b>	Two additional leadership post-holders within English and Maths £9 312 Additional TLR3 post-holder in Maths for 2 terms to target intervention for disadvantaged students £1 000	Progress data for KS3 English and Maths	SKN / AHU	Termly Data Reviews

## Covid-19 catch-up total

<b>Covid catch up total</b>	£72 207
<b>Actual cost of interventions</b>	£124 668
<b>Cost to academy to add extra opportunity linked to need</b>	£52 461
<b>Total position of funds – impact on academy budget (if any)</b>	-£52 461