



# Covid Catch-up Premium

<i>Academy</i>	<i>Oasis Academy Brightstowe</i>
<i>Academic year</i>	2020-21
<i>Total catch up premium amount</i>	£62,230
<i>Number of pupils</i>	802
<i>Guidance</i>	<p>Schools' allocation is calculated on a per pupil basis providing each academy with £80 per child from Reception to Y11.</p> <p>The funding is to 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 included below.</p>

## Use of funds

Use of funds	EEF guidance – tailor to those selected
<p><b>Teaching and whole school strategies</b>            Employment of Teach first MFL teacher            Baseline assessments</p> <ul style="list-style-type: none"> <li>GL KS 3 assessment package</li> <li>Year 11 mock exam/baseline term 2</li> </ul> <p>Literacy transition programme (<i>see below</i>)</p> <p><b>Targeted approaches</b>            Transition support KS2 – 3 and KS3 – 4 with a focus on literacy. In form of one to one and small group provision</p> <ul style="list-style-type: none"> <li>Reading recovery programme: Fresh start phonics</li> </ul>	<p>The EEF areas used:  <i>For example</i>            Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>Supporting great teaching</li> <li>Pupil assessment and feedback</li> <li>Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>One to one and small group tuition</li> <li>Intervention programmes</li> <li>Extended school time</li> </ul>

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<ul style="list-style-type: none"> <li>• Literacy booster master class Y12- 13 2 groups 1 hour per day</li> <li>• Literacy booster master class Y10- 11 2 groups 1 hour per day</li> <li>• Year 11 national tutor programme</li> </ul> <p><b>Social, Emotional, mental and health support</b></p> <ul style="list-style-type: none"> <li>• Brightzone</li> <li>• Therapy/counselling provision</li> </ul> <p><b>Ensuring equality of access</b></p> <ul style="list-style-type: none"> <li>• Supporting parent and carers (FSM, library books)</li> <li>• Access to technology</li> </ul>	<p>Wider strategies</p> <ul style="list-style-type: none"> <li>• Supporting parent and carers</li> <li>• Access to technology</li> <li>• Summer support</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
<p><b>Literacy – 45% of KS3 cohort are below chronological reading age</b></p>	<p><b>Need 1: Establish robust baseline data for cohorts at key stage transition points to include y7 and y9 literacy curriculum recovery programme.</b></p> <p>Lack of nationally benchmarked data at KS2 has meant that we need to run baseline assessment in year 7. Research shows that vulnerable students disproportionately impacted by lock down and NGRT assessment. In 2019 the current Year 9 cohort were tested and 73% were below chronological reading age. Student literacy particularly in year 9 is our number one priority for development. Baseline testing in year for year 7 and 9 will inform targeted interventions that include:</p> <ul style="list-style-type: none"> <li>• Reading recovery programme: Fresh start phonics</li> <li>• Literacy booster master class Y12:00 – 13:11 2 groups 1 hour per day</li> <li>• Literacy booster master class Y10:00 – 11:11 2 groups 1 hour per day</li> </ul>
<p><b>Year 11 catch up</b></p>	<p><b>Need 2: Year 11 curriculum recovery programme</b></p> <p>45% of Brightstowe are classed as disadvantaged. The National Foundation for Educational Research recently published figures revealing that the learning gap between disadvantaged students and their peers</p>

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	has widened by 46% over the lockdown period - equivalent to 4+ months of lost learning. Year 11 disadvantaged students through the National Tutoring Programme will have personalised, online one-to-one tuition as part of your provision in the spring term. In addition many target students have emotional and mental health needs. Therefore, we will be providing time through the, 'Pupil Premium Power Programme' for these students be supported with their exam prep and post 16 destination planning by a professional coach. There will be an additional emphasis upon the year 11 mock exams – to support this we will increase capacity to support students with the mock examinations.
<b>SEMH need identified for students has increased as a result of the Covid lockdown.</b>	<b>Need 3: SEMH</b> Many young people with mental health problems are struggling to cope as they return to secondary school, after months of living through the COVID-19 crisis. National survey has demonstrated that there has been a 10% increase in number of students stating that their mental health is poor. This has been reflected by an increase in referrals to the academy counselling provision. We have created a specialist unit (Brightzone) that allows students with SEMH need to be triaged and matched to most appropriate support services. In addition we have expanded therapeutic service provided by The Bridge Foundation: To support students who are experiencing emotional barriers to learning by providing a specialist mental health service open to children, families and/or parents; and a consultation service open to school staff.
<b>Access to curriculum for all students</b>	<b>Need 4: Ensure equality of access to curriculum through expansion of IT provision for families/students and library provision</b> ICT audits Ally data please Student engagement Ally data please Kat – cost of the books that we have to all students as part of transition into Y7 plus the cost of the unreturned books

## Planned expenditure on the areas identified by EEF

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead/owner	Review date
Need 1: Establish robust baseline data for cohorts at key stage transition points to include y7 and y9 literacy	Baseline testing at KS3 COST: £8,080 GL assessment Year 11 examination COST: £750	Teachers have access to, and use NGRT/NGST/CATS4 data to inform planning and practice. Teacher training improves classroom practice so that teaching is at least good	ASY	Jan 2021

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curriculum recovery programme.		Disadvantaged year 9 students make at least 3 months progress and at least 3 months progress for all students within intervention groups so that all students are at or progressing rapidly towards their chronological reading age by July 2021.		
Need 1: Drawing upon robust baseline data for cohorts at key stage transition points (y7 and y9) deliver literacy curriculum recovery programme to accelerate student chronological reading and comprehension ages.	Tiered approach to literacy intervention in year 9. RA Yr12:00 – Yr12:11 RA Yr10:00 – Yr11:11 RA Yr 9:11 and below COST: £2,000 (staffing)	Disadvantaged year 9 students make at least 3 months progress so that all students are at or progressing rapidly towards their chronological reading age by July 2021.	SCL	July 2021
Need 2: Improved in class engagement and attendance to GCSE catch up/interventions	Pupil Premium Power Programme: small group coaching and support provided by professional coach Cam Parker COST: £1,500	Students achieving P8 in line with expected standard (P8 at least 0.0)	AEY/ASY	April 2021 July 2021
Need 2: Improved rates of progress for key marginal English & maths students	Small group tuition delivered by Coach Bright through the National Tutor programme COST: £1,600	Students make at least one grade progress from AP2 to final GCSE assessment	AEY/ASY	April 2021 July 2021
Need 3: Increase capacity for support for students for whom SEMH need identified as a result of the Covid lockdown	Expansion of therapeutic service provided by The Bridge Foundation to support students who are experiencing emotional barriers to learning by providing a specialist mental health service open to children, families and/or parents; and a consultation service open to school staff.	Support provided to students who have SEMH need so that they attend school, feel safe and thrive. KPI to include, improved attendance, behaviour and school engagement.	JCL	April 2021 July 2021

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	COST: £3533.33 - 1 additional therapist employed.			
Need 3: Increase capacity for support for students for whom SEMH need identified as a result of the Covid lockdown	Specialist SEMH unit provides training, emotional support and family support to increase student progress, reduce exclusion from lessons and signpost support with external agencies/Hub and charities. Learning support worker £26,676	Reduction in FTE; iFTE and RR referrals Improved attendance Improved student and parental engagement	JCL	Sept 2020
Need 4 Ensure that all students have equality of access to the curriculum Expand Ebacc provision	Build capacity within MFL so that we can increase access to learning MFL and improve the quality of provision. COST: £20,100 Teach first	Increased uptake of Ebacc in 2021 Improved rates of progress at KS3 and 4 Improved standard of teaching in MFL	CCo	July 2021

## Covid-19 catch-up total

<b>Covid catch up total</b>	<b>£62,230</b>
<b>Actual cost of interventions</b>	<b>£64,239</b>
<b>Cost to academy to add extra opportunity linked to need</b>	<b>£2000</b>
<b>Total position of funds – impact on academy budget (if any)</b>	