

## COVID-19 Catch-Up Premium Funding 2020/21

As a result of COVID-19, young people across the country have experienced an unprecedented disruption to their education. Those from the most vulnerable and disadvantaged backgrounds have had significant impact to both their education and wellbeing. The funding will allow schools to return to normal educational routines as quickly as possible and allows those who were hardest-hit to catch-up quickly. School allocations have been calculated on a per pupil basis, and it will arrive in three tranches with an initial part payment in autumn 2020, a second payment in early 2021, based on updated pupil and place data and a final payment in the summer term. This funding will be used to support students to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.

### Student Profile (2020-21)

| Year Group | Male      | Female    | Total     |
|------------|-----------|-----------|-----------|
| 7          | 0         | 1         | 1         |
| 8          | 4         | 2         | 6         |
| 9          | 8         | 1         | 9         |
| 10         | 7         | 5         | 12        |
| 11         | 19        | 8         | 27        |
|            | <b>38</b> | <b>17</b> | <b>55</b> |

Coronavirus (COVID-19) catch-up premium is to ensure that schools have the support they need to help all pupils make up for lost teaching time. The funding provided for AP settings is £240 per pupil. The amount of Covid Catch up Premium allocated to The Burton Academy is: **£13,200**.

## Expenditure

| <b>Social, Emotional, Mental Health and Wellbeing Support</b>         |   |  |
|---|---|--|
| <b>Focus of Expenditure</b>   | <b>Cost</b>   | <b>Proposed Objective and/or Outcome</b>   |
| "Trauma Informed Schools" training for the academy's Student Advocate | £1,298 (CPD costs)<br>£1,200 (replacement staffing costs for 10 days of training) | Development of the expertise required for staff to respond therapeutically to the impacts of COVID-19 on learners, minimising disruption to learning within the classroom setting. Expenditure has supported the provision of targeted 1:1 interventions for the most effected learners, and a universal offer for all, supported by cascaded learning for the whole staff team, delivered by the Student Advocate |
| <b>Total</b>  | <b>£2,498</b>   |  |
| <b>Improving Academic Outcomes</b>                                    |   |  |
| <b>Focus of Expenditure</b>   | <b>Cost</b>   | <b>Proposed Objective and/or Outcome</b>   |
| Enhanced access to technology   | £3000 (15 student laptops)  | Purchase of portable technology, supporting targeted students to undertake catch-up homework tasks outside school operating hours.   |
| Additional stationery costs   | £500  | Provision of learning resource packs, supporting targeted students to undertake catch-up homework tasks outside school operating hours.  |
| Provision of 1:1 staffing for individual intervention offer           | £3,600 (staffing costs for 30 days)   | Provision of 1:1 learning opportunities for those students identified as requiring subject-or-topic-specific learning support, due to lost learning time (or confidence) resulting from the impact of COVID-19.  |
| <b>Total</b>  | <b>£7,100</b>   |  |
| <b>Closing the Gaps in Literacy and Mathematics</b>                   |   |  |

| Focus of Expenditure  | Cost  | Proposed Objective and/or Outcome   |
|---|-------|---|
| Provision of reading books for the “Drop-Everything-and-Read” initiative.     | £600  | Promotion and support of the skills required for reading for pleasure (including basic reading comprehension), both at and beyond the school site.  |
| Provision of dictionary/thesaurus x 30  | £196  | Promotion and support of the skills required for reading (including basic reading comprehension for reading for pleasure), both at and beyond the school site.  |
| Provision of revision guides for GCSE “English” and “English Literature” x 27 | £150  | Support for targeted students to undertake additional homework tasks outside school operating hours.  |
| “Talk Boost” Speech and Language intervention programme                       | £500  | Support for targeted students to develop the skills and confidence required for effective verbal communication, particularly where these have been impacted by isolation, due to COVID-19.              |
| “The Literacy Box” intervention programme                                     | £205  | Support for targeted students to develop the skills and confidence required for effective literacy, particularly where these have been impacted by isolation, due to COVID-19.                          |
| Poetry workshops with visiting poet (“Adisa The Verbalizer”)                  | £1000 | Support for targeted students to develop the skills and confidence required for effective verbal communication and literacy, particularly where these have been impacted by isolation, due to COVID-19. |
| “White Rose Maths”  | £100  | Support for targeted students to develop the numeracy skills and confidence required, particularly where these have been impacted by isolation, due to COVID-19.  |
| Provision of revision guides for GCSE Maths x 27                              | £162  | Support for targeted students to undertake additional homework tasks outside school operating hours.  |

|  |                |  |
|--|----------------|--|
| Provision of revision guides for GCSE Science x 27 | £324           | Support for targeted students to undertake additional homework tasks outside school operating hours. |
| <b>Total</b>                                       | <b>£3,237</b>  |  |
| <b>Grand Total</b>                                 | <b>£12,835</b> |  |

## Evaluation of Impact

The success of The Burton Academy's catch-up strategy is evaluated through:

- Quality assurance of classroom practice by the MAT Central Education SLT and the school's Senior Leadership Team.
- Progress made in terms of target grades in core and other subjects.
- The performance of pupils in nationally accredited tests and examinations (where appropriate).
- The analysis of pupil tracking and testing data for both individual pupils and cohorts.
- Half termly internal target setting and progress evaluation meetings for individuals and classes.
- The monitoring of policy and practice by the designated Pupil Premium Governor.
- Parental involvement in pupil consultation meetings and daily telephone contact calls.
- Comments from parents and pupils (The School Council / Rights Respecting Schools – collection of parents and pupil voice in a range of ways).
- Information that is collated in order to self-evaluate the success of the Catch-Up Premium Funding Strategy, building on success and looking for areas for improvement and innovation.