

COVID Catch Up Premium Plan 2020-21

Initial Draft – to be updated by end of October 2020

1. Summary information					
School	The Brunts Academy				
Academic Year	2020/21	Total COVID CUP budget	£108,000		
Total number of pupils	1471	Number of pupils eligible for COVID CUP	1350	Date for next internal review of this strategy	December 2020
2. Key Stage Target Indicators					
KS4 Progress 8 score target			+0.25		
KS3			Cohort meeting ARE		
Reading scores			In line with chronological age		
3. Barriers to future attainment (for COVID CUP)					
Academic barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>					
A.	Ensuring that all students are able to read in line with their chronological age and access texts required for each subject area.				
B.	Ensuring targeted academic support which addresses gaps in learning and is supported by remote learning opportunities.				
C.	Developing wider strategies which include: <ul style="list-style-type: none"> ▪ Supporting pupils' social, emotional and behavioural needs ▪ Planning carefully for adopting a Social and Emotional Learning curriculum ▪ Communicating with and supporting parents ▪ Supporting parents with pupils of different ages ▪ Successful implementation in challenging times 				
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>				Success criteria	
A.	Reading scores			<ul style="list-style-type: none"> • Targeted students achieve age related expectations for reading. 	

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				<ul style="list-style-type: none"> Gaps in learning closed and students able to access papers in examination year groups. 	
B.	Academic support			<ul style="list-style-type: none"> Focus groups achieve staged targets. Assessments show that initial gaps in learning have been addressed. 	
C.	Wider strategies			<ul style="list-style-type: none"> Attendance above national averages and absence less than 5%. PA students reduced. Equality of access to learning for all students, even during potential periods of isolation. Student success celebrated publically. No NEETs for September 2021. 	
5. Planned expenditure					
Academic year		2020-21			
The three headings enable you to demonstrate how you are using the COVID Catch-up to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Closing the Reading Gap					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

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<p>Whole cohort reading tests undertaken for Year 7 to 9.</p>	<p>Reading ages for all students known so that interventions are targeted based on need. (NGRT reading tests).</p>	<p>On average, reading approaches deliver an additional six months' progress. Successful reading approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p>	<p>All students will have a reading age equal to their chronological age or better and demonstrate progress from the initial test</p>	<p>DHT</p>	<p>December 2020</p>
<p>Enhanced library resource with appropriate texts and levels of challenge for our students.</p>	<p>Students have access to a full and appropriate range of texts for reading which is closely tracked and monitored to ensure enhance reading capability All students will have access to appropriate texts and their progress tracked and monitored to ensure improvement.</p>	<p>On average, reading approaches deliver an additional six months' progress. Successful reading approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p>	<p>Future testing will demonstrate improvements in the students reading ages.</p>	<p>English lead</p>	<p>December 2020</p>

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Lexia reading intervention programme	<p>All students in targeted bands have access to the Lexia intervention programme during their additional English time to ensure their reading improves so that they have full access to examination materials when they start their GCSEs</p> <p>All students reach their chronological reading age or better by KS4</p>	Lexia's ongoing commitment to peer-reviewed efficacy research and gold-standard outcome studies lead the industry and are at the centre of pedagogical approach. All of Lexia's products are designed according to the latest scientific findings in education and interface designs and are tested for outcomes in schools.	Ongoing programme monitoring will ensure that this targeted intervention is successful and provides VfM.	English lead	December 2020
Total budgeted cost					£36,000

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ii. Academic support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Ensure access for all examination groups to revision guides in all Ebacc subjects.	All Year 10 and 11 students have access to the latest revision guides for their courses and are guided in the use of these to support home learning.	There is evidence that homework is most effective when used as a short and focused intervention (e.g. in the form of a specific target connected with a particular element of learning) with some exceptional studies showing up to eight additional months' positive impact on attainment. This is particularly the case when coupled with high quality feedback.	Tracking information for Year 10 and 11 students will be closely monitored for impact and student surveys undertaken.	SL's and DHT for PDBW	At each tracking window
Ensure equality of access to ICT for both home learning and during potential periods of lockdown	All vulnerable students have access to ICT equipment so they can access learning platforms. Increased number of students on track to achieve their GCSE outcomes by the summer.	An EEF-commissioned report analysed 300,000 students in 250 schools over 9 years. <ul style="list-style-type: none"> 'Disadvantaged students' improved most - between a fifth and nearly half a GCSE grade better per subject with ten hours' usage (two set tasks per week). 	In-depth student and parent surveys undertaken to determine current access. Tracking information for all year groups will be closely monitored for impact and actions adjusted to accommodate emerging needs.	Principal	At each tracking window

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<p>Online 1:1 and small group lessons on targeted gaps in learning.</p>	<p>More students on track by the Summer with KPIs for achievement and attainment met in summer examinations</p>	<p>EEF evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</p> <p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. The variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.</p>	<p>Tracking information for for all year groups will be closely monitored for impact and student suveys undertaken.</p> <p>Intervention groups based on latest tracking information.</p> <p>Tutors interviewed prior to being used to ensure suitability and experience.</p> <p>Online learning platform QA'd at regular intervals</p> <p>All sessions recorded to ensure safeguarding and appropriacy.</p>	<p>Principal</p>	<p>At each tracking window and in i4 meetings with subject leads.</p>
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<p>SAM learning online platform for all year groups – particularly KS3 and 4</p>	<p>More students on track by the Summer with KPIs for achievement and attainment met in summer examinations</p>	<p>Disadvantaged students independently proven to improve June 2020 An EEF-commissioned report analysed 300,000 students in 250 schools over 9 years.</p> <ul style="list-style-type: none"> • 'Disadvantaged students' improved most - between a fifth and nearly half a GCSE grade better per subject with ten hours' usage (two set tasks per week). • All students who had spent ten hours or more using their SAM Learning account during Year 11 showed significant positive impact between a ninth and a third of a grade per subject. 	<p>Tracking information for for all year groups will be closely monitored for impact and student suveys undertaken.</p>	<p>DHT</p>	<p>At each tracking window.</p>
Total budgeted cost					£36,000

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iii. Wider strategies					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Rewards strategies for engagement in catch-up strategies	<p>Student engagement increased with small step incentives and rewards issued at regular intervals.</p> <p>Student success celebrated throughout the academy</p>	A rewards system targeting the right things, designed in the right way, can ensure that rewards have a positive influence.	Engagement in online learning platforms, 1:1 and small groups sessions and overall AtL scores.	DHT	December 2020
Enhanced careers and guidance provision	<p>All students have a suitable destination post GCSEs and A Levels, with aspirant placements secured.</p> <p>All KS4 and 5 students receive at least 2 1:1 professional careers sessions during the academic year 20/21.</p>	The first recommendation made by the Sutton Trust report was that all pupils should receive a guaranteed level of careers advice from professional, impartial advisers, to help them make an informed decision about their next steps. A careers adviser knows that time spent with young people who face a range of challenges can help to increase their aspirations and progression and that often, one session is not enough. As the Department for Education stated in its 2015 statutory guidance: "Modern careers guidance is as much	Regular updates from external careers guidance company, ensuring that all Year 11 and 13 students have an appropriate destination.	Principal	December 2020 (starting after October ½ term)

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		about inspiration and aspiration as it is about advice.”			
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