

Horbury Academy Catch Up Premium Strategy 2020-2021

The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so. Whilst principals/headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf. For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs. There is also an allocation of £350 million for a National Tutoring Programme, intended to deliver proven and successful tuition to the most disadvantaged and vulnerable young people.

Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year. The EEF guidance suggests a 3-tiered* approach:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Summary information			
School	Horbury Academy		
Academic year	2020-2021	Number on roll (total)	1043 (years 7-11)
Allocated funding (Catch Up)	£83,680	Number of PP on roll (total)	262 (years 7-11)

Horbury Academy Strategic Priorities

<p>Key Priority 1 Leading Success Leaders at all levels demonstrate a relentless focus on securing the best possible outcomes for young people across the academy.</p>	<p>Key Priority 2 Achieving Success All students (including identified groups) across all key stages secure at least good outcomes in relation to their starting points</p>	<p>Key Priority 3 Securing Success Teaching, learning and assessment are all highly developed across all subjects and lead to excellent outcomes and progress for all students across all key stages.</p>	<p>Key Priority 4 Developing Success All colleagues are supported to develop their practice and pedagogy through continuous and collaborative high quality professional development and partnerships.</p>	<p>Key Priority 5 Standards for Success All students maintain the highest standards for success across all aspects of academy life.</p>	<p>Key Priority 6 Supporting Success All students are supported to live balanced, healthy lives that are rich with both academic and extra-curricular opportunities.</p>
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Barriers to learning as identified in September 2020

B1	Literacy skills - Gaps in knowledge that have appeared between March and July 2020
B2	Numeracy skills - Gaps in knowledge that have appeared between March and July 2020
B3	Attendance - Maintaining a high attendance % for all pupils is a priority
B4	Teaching and Learning - Understanding T&L strategies within the 'new normal' way of teaching.
B5	Parental engagement - Ensuring parental engagement levels are maintained during the 'virtual meeting' era
B6	Transition - Understanding the ability of our new Year 7 intake without SATS scores
B7	Access to technology and remote learning - Ensuring all students can access online learning at home and that all staff are confident in delivering remote learning
B8	Pastoral - Ensuring our SEND and Disadvantaged pupils are making social, emotional and academic progress following the lockdown period
B9	Gaps in curriculum knowledge – As identified by CTL

Teaching and whole school strategies

Action	Barrier/KP	Intended outcome	Implementation	Staff lead	Review
High quality teaching for all (face to face and remotely)	B4, B7, B9 KP1, KP3, KP4	Expert teachers develop a broad array of teaching strategies that combined with subject knowledge and knowledge of their pupils, positively impact upon learning.	<ul style="list-style-type: none"> New rules and restrictions imposed on teaching within the classroom and ensuring that highly effective teaching is a priority. CPD calendar designed to upskill staff in the relevant areas. Bespoke CPD for all staff to address areas of individual need identified and actioned to ensure that delivery within 	NAS	<p>Staff to regularly update self-reviews to guide required CPD</p> <p>QA of provision on Teams</p>

			<p>new restrictions give an engaging experience.</p> <ul style="list-style-type: none"> Remote learning scenarios and expectations outlined to staff to ensure that they are aware of expectations within the 'new normal' 		QA of classroom delivery and marking and feedback
Effective diagnostic assessment	B1, B2, B9 KP1, KP2	Own assessment approaches to sensitively diagnose the actual impact that Covid-19 school closures may have had on their pupils and subsequent remodelling of curriculum and interventions.	<ul style="list-style-type: none"> Standardised assessments in literacy or numeracy used to identify pupils who would benefit from additional catch-up support. Assessment of Return documents completed by all CTLs Remodelling of curriculum following assessment in autumn half term 1 Staff provide pupils with high-quality feedback, building on accurate assessment 	BGI, Directors and CTLs	<p>September 2020 for initial assessment</p> <p>Review at each data point entry</p> <p>Feedback through QA process</p>
Supporting Early Career Teachers	B4, B7 KP3, KP4	All Early Career Teachers (NQTs and RQTs) are supported so that gaps in pedagogy caused by Covid 19 lockdown are filled.	<ul style="list-style-type: none"> RQT programme to include a professional mentor for each RQT from the Senior Leadership Team and regular CPD on gaps in pedagogy NQT programme to include subject and professional mentor and frequent CPD Regular learning walks from SLT and subsequent intervention 	SC	<p>Weekly agenda item at SLT meeting</p> <p>Weekly NQT mentor meeting</p> <p>Monthly RQT professional mentor meeting</p> <p>Termly NQT review meeting</p>
Transition support	B1, B2, B6 KP2, KP6	All pupils are supported in their transition from year 6 into year 7. Ability of our year 7 intake is understood without SATs scores so that focused intervention can take place to fill gaps in literacy and numeracy	<ul style="list-style-type: none"> Close and regular liaison with primary feeder schools 1-2-1 transition meetings with identified pupils and parents/carers Virtual transition programme Meet the Form Tutor evening No Wasted Weeks programme Year 7 Student AIM completed with barriers to learning identified along with subsequent actions Year 7 literacy and numeracy catch up programme 	SCA VMA KBD	<p>At each data point entry</p> <p>At Directors meetings as agenda item</p> <p>On point of year 7 admissions spreadsheet in May 2021 and subsequently through Transition Development Group</p>

Targeted approaches					
Action	Barrier/KP	Intended outcome	Implementation	Staff lead	Review
Key Stage 3 literacy and numeracy catch up programme	B1, B2, B6 KP1, KP2	Ability of our year 7 intake is understood without SATs scores so that focused intervention can take place to fill gaps in literacy and numeracy. To close the gaps in literacy and numeracy of identified pupils in years 8 and 9.	<ul style="list-style-type: none"> • Baseline testing of all year 7 pupils in literacy and numeracy and subsequent identification of pupils to intervene with • Re-grouping of year 7 pupils in English and Maths lessons • Use of academic tutors with key identified KS3 pupils • Implementation of literacy and numeracy interventions (e.g., Immersive learning drop down days, Premier League Reading Stars, TTRockstars) 	DSI, PDO	At each data point entry At Directors meetings as agenda item
Academic Tutoring	B1, B2, B9 KP1, KP2	To close gaps in knowledge in identified subjects through developing interventions to proactively meet the needs of our learners to ensure a positive P8 score	<ul style="list-style-type: none"> • Identification of pupils through Subject AIMS • Appointment of academic tutors and matching to identified pupils • Regular quality assurance of academic tutoring in sessions • Review of progress through Subject AIMS and subsequent amendment of pupils involved in programme • Tutors deployed during PPE schedule to work with pupils in Y7 and Y8 on reading and writing strategies where identified. 	BGI	At each data point entry and through Subject AIMS At monthly Disadvantaged/Catch Up development group At Directors meetings as agenda item
Extended school time Intervention programme	B1, B2, B9 KP1, KP2	To close gaps in knowledge in identified subjects in year 11 through developing interventions to proactively meet the needs of our learners to ensure a positive P8 score	<ul style="list-style-type: none"> • Period 0 (before school) to run prior to November PPEs to support with revision for exam. 'Drop in' style sessions for targeted pupils to get individual support for PPEs • Period 7 (after school) to run for selected pupils. Ebacc focused but also Core subjects included along with non-certificated Open subjects given opportunity to enhance portfolios 	BGI	After PPEs At each data point entry

			<ul style="list-style-type: none"> Review of groupings following PPEs and data points 		
Period 1 Intervention programme	B1, B2, B9 KP1, KP2	To close gaps in knowledge in Core subjects in year 11 through developing interventions to proactively meet the needs of our learners to ensure a positive P8 score	<ul style="list-style-type: none"> Period 1 to be used for extra time in English, Maths and Science following analysis of gaps in learning by CTLs Lead teachers and CTLs empowered to make small group/one-to-one withdrawal Targeted, focused intervention focusing on gaps/QLA targeted Review of groupings following PPEs and data points 	BGI	After PPEs At each data point entry
Year 11 mentoring programme	B5, B8, B9 KP2, KP5, KP6	Ensure high quality support provided for those pupils identified as having a 'barrier' to performance via mentoring with a high-profile member of staff with good prior relationship with pupil	<ul style="list-style-type: none"> Pupils identified by pastoral and academic leaders. QA of mentors to ensure good placement between mentee and mentor. Earlier intervention -i.e. September to build positive and meaningful engagement in the scheme. Elimination of paperwork to ensure that the interactions are purposeful. 	SC	At each DP, review and measure impact. Make changes where necessary or where the relationship has broken down
Drop-Down Days	B1, B2, B9 KP1, KP2	To close gaps in knowledge in Open subjects in year 11 through developing interventions to proactively meet the needs of our learners to ensure a positive P8 score.	<ul style="list-style-type: none"> Once per ½ term for targeted pupils in Open basket subjects. Pupils provided with opportunity to work with experts in Open subjects all day to ensure longer pieces of work are completed to high standard. 	BGI	Each half term
Subject AIMS	B1, B2, B9 KP1, KP2	To enable the tailoring of intervention to specific subject areas and barriers to ensure a positive P8 score.	<ul style="list-style-type: none"> Regular Core and Subject AIM meetings to challenge/support CLTs and provide guidance for intervention Clear guidance provided for CTLs and SLT line managers before meeting Principal and VP to run meetings to ensure consistency 	BGI	After PPEs At each data point entry
Year 11 PPE exams	B1, B2, B5, B9 KP1, KP2, KP5	Provide accurate data to allow identification of gaps in knowledge to ensure that	<ul style="list-style-type: none"> 2 sets of PPEs for year 11 Clear communication with pupils and parents/carers re: expectations and arrangements 	BGI	After each set of PPEs

		intervention outlined above is timely and targeted.	<ul style="list-style-type: none"> Parental engagement events to link to each PPE (see 'Wider Strategies' section below) Subject AIMS to follow PPE to ensure intervention is timely and targeted. 		
Cost					£77,580

Wider strategies					
Action	Barrier/KP	Intended outcome	Implementation	Staff lead	Review
Parent/carer support programme	B5 KP2	Increase parental engagement in the GCSE process and understanding of how to help their child succeed	<ul style="list-style-type: none"> 'How to help your child succeed' evening for y11 in October 2020 to provide range of guidance and information about exams and expectations of y11 'Preparing to succeed' evening for y11 in April 2021 to provide a marketplace style event for revision strategies and support for both parents/carers and pupils Yr10 'Preparing for success in year 11' event to run in July 2021 	SCA	After each parental event
Access to technology and remote learning for all	B7 KP2, KP3	To ensure that pupils are accessing and engaging within remote learning	<ul style="list-style-type: none"> Remote Learning guide and tuition for all pupils within school Timetable for all pupils to access Teams and complete trial activities / understand the operating systems. Ensure pupils are comfortable and confident with using the technology required Audit the need for additional laptops and access to ICT Ensure that provision of laptops identifies the most vulnerable pupils 	NAS	<p>Engagement of pupils using the ICT provision</p> <p>Monitor pupils' feedback and act accordingly</p> <p>Further upskilling for pupils and more opportunities to access ICT (Y7/8 in particular)</p>
Out of school support programme	B1, B2, B9 KP1, KP2	To close gaps in knowledge in subjects in year 11 through out of school interventions to proactively meet the needs of our learners to ensure a positive P8 score.	<ul style="list-style-type: none"> Identification of targeted pupils following Subject AIM and PPEs for involvement in February half term out of school support programme. Identification of targeted pupils following Subject AIM and PPEs for involvement 	BGI	After data points

			<p>in Easter out of school support programme.</p> <ul style="list-style-type: none"> • Identification of targeted pupils following Subject AIM and PPEs for involvement in Spring Bank out of school support programme. • Clear communication to pupils and parents/carers to ensure high take up of both programmes 		
				Cost	£3,500
				Overall cost	£83,680