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Horbury Academy  
**Catch-up Premium  
Strategy Review**  
2020-2021

## Catch-up Premium Strategy Review - 2020-2021

The Department for Education (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 decided how the money was spent, the Education Endowment Foundation (EEF) [published guidance on effective interventions to support schools](#). For pupils with complex needs, it was recommended schools should spend this funding on catch-up support to address their individual needs. There was 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 were recommended to set out how they will allocate the additional funding to support curriculum recovery this academic year via the EEF guidance which suggested 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)	£83,278	Number of PP on roll (total)	262 (years 7-11)

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

Teaching and whole school strategies					
Action	Intended outcome	Lessons learned	Impact	Staff lead	Included within Recovery Premium Plan
<b>High quality teaching for all (face to face and remotely)</b>	Expert teachers develop a broad array of teaching strategies that combined with subject knowledge and knowledge of their pupils, positively impact upon learning.	<p>Throughout the year – we have ensured that our Pupil Premium (PP) and identified pupils have been able to access lessons by facilitating ICT or by asking them into the Emergency Care Provision (ECP) that we had running within the academy.</p> <p>High quality teaching and learning is inclusive to all pupils who are PP or not. Disadvantaged First strategy in place ensuring that this stays consistent across the academy and further development of other high quality teaching strategies such as 'Think It, Say It' literacy professional development.</p>	This ensured that we were able to track and monitor the pupils who needed the most support and engage with pupils where they didn't engage with lessons or live learning.	NAS	Yes – focus on high quality teaching through Teaching and Learning Development groups

<p><b>Effective diagnostic assessment</b></p>	<p>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.</p>	<p>An effective strategy to identify gaps from lost learning during first lockdown.</p> <p>Question Level Analysis allow teachers to identify areas for development.</p>	<p>Evidence of assessment from curriculum areas showed that curriculum plans were adapted to consider diagnostic assessments.</p> <p>More rigorous assessment – standardisation and moderation are now an integral part of practice in curriculum areas, ensuring the quality of support is addressed and therefore progress made.</p>	<p>BGI, Directors and CTLs</p>	<p>No</p>
<p><b>Supporting Early Career Teachers</b></p>	<p>All Early Career Teachers (both NQTs and RQTs) are supported so that gaps in pedagogy caused by Covid 19 lockdown are filled.</p>	<p>Strong mentors for Newly Qualified Teachers (NQTs) and professional mentors for Recently Qualified Teachers (RQTs) aided development of all Early Career Teachers (ECTs).</p> <p>Professional development programme adapted and personalised to include face-to-face and virtual training at Horbury and across the Accord Trust.</p> <p>Regular and systematic assessments of ECTs progress allowed for a personalised approach to development.</p>	<p>NQTs – All 7 NQTs successfully completed their NQT year. One part-time NQT has completed two assessments and is rated as having ‘considerable strengths’ which is the highest grading. Lesson observations and termly assessments showed progress for all NQTs.</p> <p>RQTs – All 3 RQTs showed development in their pedagogy and all three RQTs now have Academy and curriculum area responsibilities.</p> <p>100% of ECTs rated their time at Horbury this year as ‘very positive’ or ‘positive’ and 100% rate their level of support received as ‘excellent’.</p>	<p>SC</p>	<p>Yes – Adapted to ECF as part of Recovery Premium Plan</p>
<p><b>Transition support</b></p>	<p>All pupils are supported in their transition from year 6 into year 7.</p>	<p>Transition arrangements amended to take account of Covid situation with virtual transition at all stages of transition.</p>	<p>350 parents attended both transition live events.</p>	<p>SCA VMA KBD</p>	<p>Yes</p>

	<p>Ability of our year 7 intake is understood without End of Key Stage Tests and Assessments (SATs) scores so that focused intervention can take place to fill gaps in literacy and numeracy.</p>	<p>Robust transfer information and 1-2-1 meetings between Special Educational Needs Co-ordinator (SENCo), Safeguarding Lead and Pastoral Year Leader vital.</p> <p>Literacy and numeracy project is in place to provide information on gaps in learning that can be addressed.</p>	<p>Robust transfer information, personalised meetings and literacy and numeracy project has meant that the Year 7 Pupil AIM document is in place for the start of academic year 2021-2022 which will enable focused and timely interventions.</p> <p>Pupil Voice figures via Year 7 Induction Survey sent out to pupils in July 2021 shows that 100% of pupils said that induction at Horbury was ok, good or excellent. 98% of pupils said that they were helped to settle in during their induction week.</p>		
<b>Spent</b>					<b>£4,647</b>

Targeted approaches					
<b>Action</b>	<b>Intended outcome</b>	<b>Lessons learned</b>	<b>Impact</b>	<b>Staff lead</b>	<b>Included within Recovery Premium Plan</b>
<p><b>Key Stage 3 literacy and numeracy catch up programme</b></p>	<p>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.</p> <p>To close the gaps in literacy and numeracy of identified pupils in years 8 and 9.</p>	<p>Academic Tutors work well in class to provide an extra level of support and more access to support for identified pupils.</p> <p>Literacy intervention programmes had to go on hold due to the need for mixing bubbles and volunteers.</p>	<p>Pupils quickly identified for intervention in both literacy and numeracy.</p> <p>Tracker created in order to measure the progress of identified pupils more thoroughly.</p>	<p>DSI, KBD</p>	<p>Yes</p>

		<p>ECP provision – Resources provided to, and training given to LSAs to ensure a quality provision was provided to support pupils during their time on site.</p> <p>Due to COVID bubbles, pupils were not able to be grouped as strategically as planned. Intervention programme in numeracy and immersive learning days in literacy had a big impact on progress.</p> <p>Evidence of a build-up in confidence in catch up pupils as they have more access to support.</p>	<p>Implementation of GL Assessment (NGRT and NGST) testing to provide robust data individual to all pupils.</p> <p>Numeracy - Numeracy Ninja intervention program with academic tutors showed that each cohort of pupils made significant progress from their starting point on the program.</p> <table border="1" data-bbox="1317 517 1794 727"> <thead> <tr> <th>Cohort</th> <th>Percentage Increase</th> </tr> </thead> <tbody> <tr> <td>Yr7 all</td> <td>86.9%</td> </tr> <tr> <td>Yr7 Disadvantaged</td> <td>91.7%</td> </tr> <tr> <td>Yr8 all</td> <td>178.9%</td> </tr> <tr> <td>Yr8 Disadvantage</td> <td>213.5%</td> </tr> </tbody> </table> <p>Literacy - Immersive days – x15 y7 pupils identified and there is a clear impact between the two immersive days.</p> <table border="1" data-bbox="1317 896 1794 1107"> <thead> <tr> <th></th> <th>Below expected progress</th> <th>At or above expected progress</th> </tr> </thead> <tbody> <tr> <td>Day 1</td> <td>87%</td> <td>13%</td> </tr> <tr> <td>Day 2</td> <td>20%</td> <td>80%</td> </tr> </tbody> </table>	Cohort	Percentage Increase	Yr7 all	86.9%	Yr7 Disadvantaged	91.7%	Yr8 all	178.9%	Yr8 Disadvantage	213.5%		Below expected progress	At or above expected progress	Day 1	87%	13%	Day 2	20%	80%		
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<p><b>Academic Tutoring</b></p>	<p>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.</p>	<p>Better identification of academic tutors to improve quality of provision and Subject AIMs to be requested at KS3 for English and Maths to allow a more detailed tracking of the impact of intervention across the cohort.</p>	<p>Numeracy - Pupils who have been academically tutored have shown a significant increase in their core numeracy scores through the numeracy ninja's program as is shown in area above.</p>	<p>BGI</p>	<p>Yes – Directors currently reviewing the strategy to ensure</p>																			

		690 hours of academic tutoring in Maths was spent on disadvantaged pupils and 372 hours of academic tutoring in English was spent on disadvantaged pupils. It has been vital that in both numeracy and literacy there is a clearly identified cohort of catch-up pupils.	Literacy - Reduced numbers at Key Stage 3 identified as catch-up cohort in literacy as pupils are performing more in line with their starting points. Pupils in year 11 at California Drive obtained a portfolio of work to evidence a grade.		value for money.
<b>Extended school time Intervention programme</b>	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.	The importance of timely, systematic and focused Subject AIM process was vital here in identifying pupils to intervene with as part of the extended school intervention programme.	Pupils targeted via AIM process were given priority places. Overall P8 improved from data point 2 of 0.18 to final overall Teacher-Assessed Grades (TAGs) for the Academy of 0.29.	BGI	Yes, as part of the Year 11 Recovery Plan
<b>Period 1 Intervention programme</b>	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.	The importance of timely, systematic and focused Subject AIM process was vital here in identifying pupils to intervene with as part of the Period 1 intervention programme.	Pupils targeted via AIM process were given priority places. Overall P8 improved from data point 2 of 0.18 to final overall TAGs for the Academy of 0.29.	BGI	Yes, as part of the Year 11 Recovery Plan
<b>Year 11 mentoring programme</b>	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.	Early launch of programme allowed for more meaningful mentoring.  Heavy involvement of Year 11 PYL and subsequent sharing of knowledge of pupils involved lead to more focused mentoring from mentors around revision, attendance, TAGs and post 16 applications.	92% of mentees improved their P8 score from Data Point 1 and their final TAG, improving their P8 score by 0.93 on average.  96% of mentees had completed their Post 16 Application by the end of the academic year.	SC	Yes

		Roll out to current year 10 'Fab Forty' pupils in last half term of academic year will enable the programme to move seamlessly into academic year 2021-2022. Increased structure provided to mentors for this group of pupils to allow increasingly meaningful and focused meetings.									
<b>Drop-Down Days</b>	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.	The importance of timely, systematic and focused Subject AIM process was vital here in identifying pupils to intervene with as part of the Drop-Down Days intervention programme.	Pupils targeted via AIM process were given priority places. Overall P8 improved from data point 2 of 0.18 to final overall TAGs for the Academy of 0.29.	BGI	Yes						
<b>Subject AIMS</b>	To enable the tailoring of intervention to specific subject areas and barriers to ensure a positive P8 score.	<p>The pupil AIMS are becoming an increasingly powerful tool to both identify and intervene with the disadvantaged pupils.</p> <p>CTLs have become better at identifying which pupils need intervention and when and understand that actions need following up on, as the impacts of these will be measured at the next AIM meeting. This is a further improvement from last year.</p> <p>PYLs have become clearer around identifying different interventions needed for different cohorts of Pupil Premium pupils based on barriers to achievement.</p>	<p>Overall P8 improved from data point 2 of 0.18 to final overall TAGs for the Academy of 0.29.</p> <p>Overall P8 for PP pupils improved from data point 2 of -0.62 to final overall TAGs for the Academy of -0.52.</p> <p>Despite a forecasted national widening of the disadvantaged/PP gap, we have closed the attainment gap from 2020 to 2021 across the suite of subjects.</p> <table border="1" data-bbox="1317 1249 1796 1430"> <thead> <tr> <th></th> <th>2020 Actual CAG</th> <th>2021 TAG</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged P8 gap</td> <td>1.15</td> <td>1.01</td> </tr> </tbody> </table>		2020 Actual CAG	2021 TAG	Disadvantaged P8 gap	1.15	1.01	BGI	Yes
	2020 Actual CAG	2021 TAG									
Disadvantaged P8 gap	1.15	1.01									

			<p>Basics have increased for PP pupils by 1% for 4+ and 4% for 5+ improving life chances.</p> <p>Early identification via the pupil AIM of pupils who did not have access to IT equipment resulted in 118 pupils being provided with laptops to allow them to access remote learning and an increase in remote learning attendance of 10% across lockdown.</p> <p>All AIM meetings held had a disadvantaged first focus. Records of meetings show that these pupils were targeted for interventions both at Core AIM, within Subject AIMS and through Pupil AIMS. PP pupils were regularly attending Period 7 interventions.</p>		
<b>Year 11 PPE exams</b>	Provide accurate data to allow identification of gaps in knowledge to ensure that intervention outlined above is timely and targeted.	Early PPE exams before lockdown was vital to identify gaps in knowledge for future interventions and crucial evidence for TAGs.	All pupils sat all exams whether in school or remotely. This provided crucial evidence back towards the TAGs process and undoubtedly wouldn't have been as successful with some disadvantaged pupils without the early parental engagement strategies.	BGI	Yes
				<b>Spent</b>	<b>£70,116</b>

<b>Wider strategies</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>Lessons learned</b>	<b>Impact</b>	<b>Staff lead</b>	<b>Included within Recovery Premium Plan</b>
<b>Parent/carer support programme</b>	Increase parental engagement in the GCSE process and understanding of how to help their child succeed.	<p>Events had to be done virtually due to situation with Covid. Increased live events during lockdown and parents' evenings ran virtually via Teams.</p> <p>Plan for 2021-2022 will be to widen scope of parental engagement through regular supporting success events for Key Stage 3 and Key Stage 4.</p>	<p>Parental survey of Parents' Evenings showed that 100% of parents/carers found the virtual parents' evenings useful.</p> <p>Over 400 parents attended live events.</p>	SCA	Yes
<b>Access to technology and remote learning for all</b>	To ensure that pupils are accessing and engaging within remote learning.	<p>PYL follow up phone calls to check access to remote learning and well-being. Lesson learned is that this needs to be linked to Pupil AIM to monitor communication and impact.</p> <p>CPD for pupils enabled understanding of how to upload and access assignments.</p> <p>Use of Pupil and Year Group Teams channel benefitted pupils because they had easier access to support.</p> <p>Use of Pupil SharePoint to celebrate pupils' success, highlight key information around careers, literacy and numeracy and promote well-being and mental initiatives.</p>	Investment in laptops so that pupils could access learning during lockdown – x118 laptops. Consistent distribution, phone calls home, letter. Showed increase in engagement of these pupils from start of lockdown of over 10%.	NAS	Yes

<b>Out of school support programme</b>	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.	Clear identification of targeted pupils following Subject AIMS allowed focused out of school support at Easter College. Maybe a move to a more remote provision in 2021-2022.	Good attendance at all sessions, again with a disadvantaged first focus.	BGI	Yes
				<b>Spent</b>	<b>£10,280</b>
				<b>Overall spend</b>	<b>£85,042</b>