



ASPIRATIONS



Harriers Banbury Academy
an Aspirations Academy

POLICY TITLE: COVID-19 Catch-up Premium Report

Persons with Responsibility:

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Policy History:

Issue No.	Date	Author	Summary of Changes	Next Review Date
1	July 2021	AW, AP	New report	July 2022

COVID-19 Catch-up Premium Report

In June 2020, the government announced £1 billion of funding to support children and young people to catch up on missed learning caused by coronavirus (Covid-19). This has been especially important for the most vulnerable pupils and pupils from disadvantaged backgrounds. The funding includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year, to ensure that schools have the support they need to help *all* pupils make up for missed learning.

Funding was calculated on a per pupil basis, with schools receiving £80 for each pupil from reception to Year 11 inclusive, using headcounts from the October 2020 census.

Schools need to publish details of:

- How the grant will be or has been spent
- How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed

Please see our summary report below.

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	373	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£29,840	Catch-up Premium spend to date:	£22,324

Schools may carry funding forward to future academic years, if circumstances mean funds are not fully spent.

To secure maximum and timely support for our vulnerable pupils, we elected to deploy some of our school budget, and also co-funded support with our PTFA.

We will carry forward £7,516 of the catch-up premium for use in 2021/2022.

STRATEGY STATEMENT

Our catch-up funding priorities include a range of approaches to help reduce any attainment gap between disadvantaged children and their peers, and to raise the attainment of all pupils to close any gap created by Covid-19 school closures:

- Enhance our outdoor spaces and provision, to support transition, wellbeing, behaviour, and learning (particularly for younger pupils whose transition into KS1 was severely disrupted during lockdown)
- Enrich our reading programme, to ensure in-school and home learning applications are robust and pupils receive support with reading and vocabulary
- Continue our phonics training for staff to ensure high quality teaching of phonics, spelling and early reading right across the school
- Refresh EAL training to ensure high quality teaching of EAL pupils across the school
- Provide effective support for the learning of pupils with SEND, in person and online
- Procure additional IT to promote effective delivery of remote learning, to accelerate progress in reading, writing and maths, and to maintain results above the national level

Barriers to learning

We know from ongoing monitoring, data analysis (of both attainment and attendance), learning walks, parent and pupil consultations that there are a number of barriers to attainment for our community.

BARRIERS TO FUTURE ATTAINMENT: ACADEMIC BARRIERS

A	Ensure consistent and consistently high standards and outcomes in writing, in all years and with all pupils.
B	Raise attainment of all pupils in core and foundation subjects, including challenge for our more able pupils.
C	Teaching and learning to be consistently strong, using a broad, balanced curriculum with clear intent impact and implementation

ADDITIONAL BARRIERS: (including home learning environment and low attendance)

D	Provide support to help manage behavior and safeguarding inside and outside of school, including via engaging home learning.
E	Ensure pupils can attend and access learning, using digital devices and platforms plus outdoor learning where necessary.
F	Ensure staff are equipped to provide consistently strong teaching, with phonics, EAL, SEND, and technical upskilling where necessary.

Planned expenditure for current academic year

Our catch up premium has been utilised to ensure robust classroom pedagogy, targeted support, and effective whole-school strategies.

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Purchased phonics scheme and training for staff.	<p>A consistent scheme to support children's learning across the school, whether onsite or learning remotely.</p> <p>Y1 phonics results to be at or exceeding the national level.</p> <p>Y2 reading results to be at or exceeding the national level.</p>	<p>We were aware that phonics and spelling were key school improvement priorities, and wanted a consistent scheme to address this across the school.</p> <p>The phonics coordinator did extensive research to identify a scheme to support all children and diminish any gap for our most vulnerable pupils.</p>	<p>Training was timetabled in waves, with the initial group trained by the company and successive groups trained during staff meeting time. This ensured consistency of approach and shared understanding.</p> <p>Staff were peer reviewed to ensure best practice.</p> <p>Early indications of success include uplifts to weekly spellings and enjoyment of reading, as evidenced by pupil voice surveys.</p>	SLT	<p>Reviewed: April & Jul 21</p> <p>Next review: Oct 2021</p>
Procure devices, headphones, and schemes for delivery of Lexia, Accelerated Reader, PiXL, and other.	<p>Y2 & Y6 reading, writing and maths combined results above national levels.</p> <p>Accelerated progress from their starting points, across all areas of the curriculum.</p>	<p>Ours is a diverse population, particularly from a socio-economic perspective. We recognized that many pupils would have limited or no access to suitable devices for learning remotely during the pandemic, and all children would benefit from the satisfaction of being able to undertake and complete activities independently.</p>	<p>We allocated devices and wifi dongles to eligible families.</p> <p>We undertook staff training and ensured that children attending as vulnerable pupils also had access if onsite, as well as at home.</p> <p>We had significant parental engagement via new schemes, including Seesaw and monitored work submitted.</p>	SLT	<p>Reviewed: Sept 2020, Jan 2021, March 2021.</p> <p>Next review: Sept 2021</p>
Total budgeted cost:					£7,600 (plus staff time)

Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Procure online programme Lexia to improve reading skills and vocabulary across the school and particularly for Y6.	All children using the programme would see good or accelerated progress in reading skills. Y6 reading results at least in line with national (ie limited dip due to pandemic disruption).	Lexia is a well known and researched programme that is individualized for pupils, to help support reading and vocabulary. This programme can also be used at home to support learning and can be accessed independently by children.	Timetabled across classes and year groups. Introductory staff training to ensure skilled deployment. Class teachers to monitor time spent and levels increased for each child.	SLT	Reviewed: July 21 Next review: ongoing
Procure refresher EAL training.	To ensure high quality teaching of all EAL pupils across the school, whether onsite or learning remotely.	We have a high proportion of EAL pupils and a diverse population, so need to be well versed in the various learning styles and learning needs of children with EAL.	Pupil voice of EAL children before and after learning. External training from reputable establishment secured. EAL coordinator to monitor and undertake learning walks.	SLT	Reviewed: July 21 Next review: ongoing
Purchase an online SEND tool (GLReady).	To assess learning needs, particularly around dyslexic tendencies, and inform effective support.	This programme was highly recommended by SENDCo colleagues locally and LA services. These children were particularly vulnerable throughout the pandemic, and at risk of not reaching age related outcomes due to their barriers to learning.	Screening is underway for high risk children, and will be rolled out from Y2 upwards in the autumn.	SLT	Reviewed: July 21 Next review: ongoing
Total budgeted cost:					£6,450 (plus staff time)

Other Approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Support basic welfare needs for our most vulnerable.	<p>Families most in need have access to vouchers and food parcels.</p> <p>We understand and can support families through difficulties.</p>	<p>The pandemic impacted everyone, in differing ways.</p> <p>By working to understand the well being and other basic needs of our children and families, we were better able to support their learning.</p> <p>We also needed to develop strategies to support our staff, maintain resilience, and discharge all statutory duties, whatever the constraints (eg staff illness, class isolations, etc).</p>	<p>We worked hard to provide ongoing care for all eligible children and their families (and received enthusiastic praise and thanks from our community).</p> <p>We provided a community cupboard, community library, regular welfare calls and checks, and safe care for children of key workers and vulnerable children.</p> <p>We worked hard to ensure consistent, accessible remote learning and physical resources when needed.</p> <p>SLT on site daily throughout, to ensure consistent and consistently strong provision.</p>	SLT	<p>Reviewed: April & Jul 21</p> <p>Next review: Oct 2021</p>
<p>Purchase a bespoke canopy for the Y1 outside area, to enable continuous provision throughout the year.</p> <p>Due to cost, PTFA to co-fund.</p>	<p>Work to support children whose transition had been disrupted by the pandemic and ongoing lockdown.</p> <p>Provide safe outdoor learning environments.</p> <p>Encourage pupil health and wellbeing.</p> <p>Reduced behavior incidents and positive pupil voice regarding wellbeing.</p>	<p>Y1 lost significant learning in their early years and continued significant loss in Y1. Therefore provision needed to be made to ensure the EYU and Y1 curriculum could be covered, including physical development, understanding of the world, and overall health and wellbeing.</p>	<p>This has been completed.</p> <p>There is a new bespoke canopy, with a large multifunctional outdoor play and learning space. There are new resources for the children to use. Y1 staff ensure outdoor time is well planned and structured.</p> <p>Co-Funded with PTFA</p>	SLT	<p>Reviewed: July 21</p> <p>Next review: Oct 2021</p>

Provide new outdoor play equipment in Nursery.	Provide safe outdoor learning environments. Encourage pupil health and wellbeing.	We needed to provide opportunities that children may have missed in their physical development such as coordination, balance, perception and judgement of spaces and obstacles.	This has been completed. There is a new bespoke climbing frame with slide, ramp, net and firemen's pole. The outdoor space has been repurposed, the fence moved, and the area refreshed generally. There are new resources for the children to use. Staff ensure outdoor time is well planned and structured.	SLT	Reviewed: April & Jul 21 Next review: Oct 2021
Provide new play equipment in KS1.	Work to support children whose transition had been disrupted by the pandemic and ongoing lockdown. Provide safe outdoor learning environments. Encourage pupil health and wellbeing.	Y1 lost significant learning in their early years and continued significant loss in Y1. Therefore provision needed to be made to ensure the EYU and Y1 curriculum could be covered, including physical development, understanding of the world, and overall health and wellbeing. This also encouraged the children's curiosity and resilience, in a safe environment.	This has been completed. There is a new bespoke climbing frame with ramps, net and firemen's pole. The outdoor space has been repurposed, the fence moved, and the area refreshed generally. There are new resources for the children to use. Staff ensure outdoor time is well planned and structured.		Reviewed: July 21 Next review: Oct 2021
				Total budgeted cost:	£8,274 (plus staff time)

16th July 2021