



# COVID catch-up premium report

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## COVID catch-up premium spending: summary

Total number of pupils:	579
Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£46,280

## STRATEGY STATEMENT

At Iceni Academy, are committed to ensuring that students who suffered the most from the partial closure during the pandemic are not disadvantaged unfairly and that the partial closures have minimal effect on the students' learning and well-being.

We aim to help students catch up on missed learning by:

- Consolidating topics learned during lockdown
- Identifying specific gaps in knowledge by students, and adapting the curriculum moving forward to accommodate for this.
- Adding capacity within the English and Maths departments to allow for targeted intervention to take place during the academy day.
- Providing after-school catch up sessions via Teams for identified students.
- Working to ensure that positive mental health is promoted, ensuring attendance, behaviour and student well-being is not compromised.
- Accelerating progress of students in Year 11 who are below target.

By completing these actions, we hope to:

- Reduce the attainment gap between disadvantaged students and their peers across all year groups.
- Raise attainment of all students to close the gap created by the COVID-19 partial closure.

## Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	The majority of our students have a reading age that is lower than their chronological age.
B	A significant minority of students did not complete all the home learning tasks set during the first national lockdown.
C	Gaps in curriculum have been identified by Directors of Faculties, as well as individual gaps in knowledge identified through assessment.

ADDITIONAL BARRIERS	
External barriers:	
D	As an academy with the largest rural catchment area in Norfolk, there is little provision for young people out of academy hours. The Combined Cadet Force and The Hive (youth club) have been able to run since the first national lockdown in March.
E	The proportion of students eligible for the pupil premium (32%) is slightly above the national average (27%).
F	The proportion of students who are supported with an education, health and care plan is above national.
G	Some students and families reported increased levels of anxiety and lacked confidence in returning to the academy in September. This had the potential to lead to low attendance.

## Planned expenditure for current academic year

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 is implemented well?	Staff lead	When will you review this?
Train staff in how best to support students following lockdown. <b>(B,C)</b>	Consolidation of learning from work set during lockdown and identification of gaps in knowledge for set classes.	The EEF's 'support guide for schools' suggests 'subject specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts.'	Discussions with Directors of Faculties and link SLT members.  Department time set aside to create assessments and develop subject specific strategies.	LH	Following first data drop.
Provide enhanced mentoring and support for early career teachers to make up for the development of their practice that was curtailed during lockdown. <b>(A,B,C)</b>	Newly, and recently qualified colleagues feel supported and their practice developed irrespective of additional COVID restrictions and requirements.	The EEF support guide states that 'early career teachers, who may have had opportunities to develop their practice curtailed by school closures, are particularly likely to benefit from additional mentoring and support.'	Collaboration between lead for ECT and ATT Institute to ensure coverage of pedagogical development.  Ongoing observations.	AS	Ongoing, staff survey mid and end of year.

<p>Provide training and support for all staff to enable them to adapt to the new working practices <b>(A,B,C,G)</b></p>	<p>All staff cope well with teaching under the new restrictions.</p> <p>Work is set, monitored and marked on Teams for all students who are unable to attend the academy due to the COVID-19 ongoing restrictions.</p> <p>Curriculum development and adaptation is made to make effective use of time in the classroom.</p>	<p>The changes to working practice for staff at the academy have been many and varied. Sufficient time must be given to ensuring that staff are aware of and proficient in the new working requirements.</p>	<p>Whole staff CPD at start of term, ongoing support during faculty time.</p> <p>Rationale (the 'why') shared with all staff.</p> <p>Line management between SLT and Directors of Faculties.</p>	<p>LH</p>	<p>Ongoing.</p>
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Provide extra teaching capacity within the English department by hiring additional teacher to staff intervention classes <b>(A,B,C,E)</b>	Students accelerate their progress in literacy. Students in Year 11 have bespoke intervention during the academy day.  Knowledge and skills increase across a range of curriculum subjects, not only in English.	The EEF support guide confirms that, 'tuition delivered by qualified teachers is likely to have the highest impact'. A greater flexibility is afforded us during the academy day to provide quality and targeted intervention.  Low literacy levels for cohorts mean that additional support for English is needed. Language development is needed to help build knowledge and skills for the whole curriculum and not just in English.	Director of Faculty will work closely with the new member of staff to QA delivery.	AS	Sept 2021
<b>Total budgeted cost:</b>					£13698.41
<b>Targeted support</b>					
<b>Action</b>	<b>Intended outcome and success criteria</b>	<b>What's the evidence and rationale for this choice?</b>	<b>How will you make sure it's implemented well?</b>	<b>Staff lead</b>	<b>When will you review this?</b>
Set up small group or 1:1 intervention groups to address gaps in knowledge. <b>(B,D,E,F)</b>	Students who have been identified as requiring tuition, receive academic support to increase their confidence.	The EEF support guide states that, 'there is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy.	Internal data drops will evidence that progress has been made.  Training for relevant staff	AS	Sept 2021

<p>Purchase MyTutor online tuition to accelerate progress on KS4 for 25 students to receive 1:1 tutoring for a 10-week course, and 25 students to receive 3:1 tutoring for a 15-week course.</p> <p><b>(B,D)</b></p>	<p>The largest attainment gaps are narrowed.</p>	<p>This online, live revision resource was very popular with students last year. They saw it as something different to lessons, and gave them a sense of worth that the money had been invested in them. Attendance was high, and students who engaged in the resource all showed good progress.</p>	<p>Ongoing monitoring of provision by SLT link member.</p>	<p>AS</p>	<p>Sept 2021</p>
<p>Set up small group Maths and English intervention sessions with an HLTA</p> <p><b>(D,E,F,G)</b></p>	<p>Gaps in knowledge identified and narrowed for the most vulnerable, and those with SEND.</p>	<p>The Department for Education guidance on strategies for using the COVID catch up premium emphasise the importance of literacy and numeracy being beneficial. With guidance and support, HLTAs can deliver resources where appropriate.</p>	<p>Directors of Faculties for Maths and English will ensure that content to be covered is identified.</p> <p>Academic tracking of vulnerable group by SLT</p>	<p>DC/ST</p>	<p>At data drop points.</p>
<p>Staff to provide evening catch-up sessions in their own subjects to targeted students.</p> <p><b>(A,B,C,E)</b></p>	<p>Students will be able to access high quality intervention at home, after the end of the academy day.</p>	<p>The EEF support guide confirms that, 'tuition delivered by qualified teachers is likely to have the highest impact'.</p>	<p>QA content through line management meetings, SLT, and DoF 'drop ins'.</p> <p>Collaboration with other academies within the Trust to share best practice.</p>	<p>LH</p>	<p>Sept 2021</p>

Purchase YARC assessments for reading, Literacy Toolbox, and STAR reading assessments <b>(A,E)</b>	The gap between chronological and reading ages are closed.	The data provided through these assessments identify the students that would benefit from working on the Literacy Toolbox programme. As well as other interventions.	These are established assessments that are widely used.	AS	Post intervention assessment points.
<b>Total budgeted cost:</b>					£22453.59
<b>Other approaches</b>					
<b>Action</b>	<b>Intended outcome and success criteria</b>	<b>What's the evidence and rationale for this choice?</b>	<b>How will you make sure it's implemented well?</b>	<b>Staff lead</b>	<b>When will you review this?</b>
Increase time in PL to ensure students' pastoral needs are being met. <b>(G)</b>	Students are confident in talking about their worries and anxieties, in terms of their both academic progress and mental well-being.	All students will have responded differently to the ongoing situation. It is important for all students to feel as though they are being heard. Additional support is available through the safeguarding team and the success centre, but it is during PL time that these concerns can be first flagged.	Tutors will be given resources in order to deliver sessions on well-being and positive mental health activities.  Activities QA and feedback collated from staff.	DC	Termly, following data analysis.
Increase communication with parents and other stakeholders. <b>(G)</b>	Reduction in anxieties voiced by some families who have been shielding during the initial lockdown	In a continuation of the above action, many families will have had unique experiences in surviving the pandemic. We are here to provide support for our entire academy community.	Ongoing contact through attendance team, SEND team and Safeguarding Manager.	ST/DC	Ongoing



Allow a contingency to allow for high quality cover staff to be employed due to increased staff absence caused by shielding and self-isolating staff. <b>(A,B,C)</b>	Students are able to access the original curriculum at times when their usual teacher is unable to attend the academy in person. This may be done through remote teaching, or with high quality resources delivered by subject specialists.	Students can often struggle to work well for temporary cover staff. By continuing to employ subject specialists wherever possible, we can be assured that students have the most positive experiences during times when the delivery of content needs to be consistent.	Directors of Faculties to be sent the cover to check.  On-Call rota to visit all cover lessons to ensure positive learning environment.	LH	Post COVID restrictions.
Purchase webcams. <b>(B,D)</b>	This enables staff to live teach students who are self-isolating at the same time that the remainder of the class was being taught.	It is important that those students who are not able to attend the academy for various periods of time are able to access the same curriculum content as everyone else.	Directors of Faculty to QA lesson content and have oversight of work set on Teams	AS	N/A
Purchase revision books for all subjects for years 10 and 11. <b>(D,E,F)</b>	Students have access to definitive knowledge required to pass external examinations	This resource will allow all students to improve their ability to work and revise independently.	All books will become part of the revision plan for year 11s to ensure that they are used effectively.	AS	Staff feedback and student voice, July 2021
<b>Total budgeted cost:</b>					£10128

#### ADDITIONAL INFORMATION

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Information will be provided here as these strategies are implemented.