

Coronavirus (COVID-19) catch-up premium

The government COVID-19 catch-up premium has been established to mitigate the effects of the unique disruption caused by coronavirus. The grant will only be available for the 2020-2021 academic year.

Schools should use this funding for specific activities to support pupils to catch up for lost teaching time over the previous months. To support schools to make the best use of the funding, the EEF has published a support guide:

<https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1>

A summary of their best practice is as follows:

Overall strategy area	Specific strategies
Teaching and whole-school strategies	<i>Supporting great teaching Pupil assessment and feedback Transition support</i>
Targeted approaches	<i>One to one and small group tuition Intervention programmes Extended school time</i>
Wider strategies	<i>Supporting parents and carers Access to technology Summer support</i>

As with all government funding, school leaders and governors must be able to account for how the money is being used. Therefore the impact and spending strategy for this catch-up premium will be reviewed at every Academy Improvement Board (AIB) meeting throughout the 2020-2021 academic year. When Ofsted re-commence routine inspections, they will make judgements about the quality of education being provided which will include how you are using the funding to ensure the curriculum has a positive impact on all pupils.



Coronavirus (COVID-19) catch-up premium strategy outline

ACADEMY NAME	Ash Green School
PRINCIPAL/HEADTEACHER	Umbar Sherif
CHAIR OF ACADEMY IMPROVEMENT BOARD	Luke Bowers
AMOUNT OF COVID-19 CATCH-UP PREMIUM	£52,851

Strategy Area	Specific strategy	Success criteria	Evaluation	COST	Impact
<i>Targeted approaches</i>	<p>Science intervention support for KS4 - Converting 3s to 4s, 4s to 5+ and secure 5+ for MAP pupils</p> <p>3 out of every 9 lessons will be small group withdrawal for each 2-week cycle for the following cohorts</p> <p>Small group intervention withdrawal for Year 10 & 11 SEND Pupils: Y10 - 22 Y11 - 32</p> <p>Small group intervention withdrawal for Disadvantaged pupils Y10 – Cohort 42 Y11 – Cohort 35</p>	<p>Science Disadvantaged 4+ - 60% 5+ - 20%</p> <p>Science SEN 4+ - 50% 5+ - 30%</p> <p>Science MAP 4+ - 55% 5+ - 15%</p>	Fully complete	£19,075	<p>An intervention coach was employed.</p> <p>This coach provided many lessons of support, especially with disadvantaged and SEND students. The small group withdrawal sessions were targeted for these students with a view to improving their progress. Students were taken out of some core PE lessons for these sessions, but it was arranged that they would remain in other core PE lessons for their physical and emotional well-being.</p> <p>Students responded very well to this intervention tutor. She quickly gained a reputation with students for the effectiveness of her sessions. Many students would want to be in her sessions because of this.</p> <p>These intervention sessions continued during lockdown learning, so as to narrow Covid gaps as far as possible.</p> <p>To be most effective in closing Covid gaps for disadvantaged and SEND students, they were selected from those in years 10 & 11, and mostly those who met the specified criteria.</p> <p>This tutor further assisted with post-16 classes to improve their outcomes.</p>

	<p>Small group intervention withdrawal for Middle Attaining Pupils: Y10 – Cohort 68 Y11 – Cohort 76</p>				<p>Science scores vs (Data drop 1)</p> <p>Science 9-4 74% (49%) Science 9-5 52% (31%)</p> <p>Science Disadvantaged (37) 4+ - 59% (41%) 5+ - 24% (14%)</p> <p>Science SEN (29) 4+ - 65% (34%) 5+ - 24% (17%)</p> <p>Science MAP (64) 4+ - 59% (29%) 5+ - 28% (11%)</p>
Targeted approaches	<p>Maths intervention support for KS4 - Converting 3s to 4s, 4s to 5+ and secure 5+ for MAP pupils</p> <p>3 out of every 9 lessons will be small group withdrawal for each 2-week cycle for the following cohorts</p> <p>Small group intervention withdrawal for Year 10 & 11 SEND Pupils: Y10 - 22 Y11 - 32</p>	<p>Maths Disadvantaged 4+ - 60% 5+ - 20%</p> <p>Maths SEN 4+ - 55% 5+ - 35%</p> <p>Maths MAP 4+ - 55% 5+ - 15%</p>	Fully complete	£19,075	<p>An intervention coach was employed.</p> <p>This coach worked with KS3 students, focussing on PP students and SEND students, with a view to creating a lasting impact in terms of narrowing attainment gaps.</p> <p>Intervention continued during lockdown with live lessons being taught to further narrow Covid-gaps.</p> <p>The coach also assisted with KS5 science to improve attainment.</p> <p>Maths 9-4 72% (67%) Maths 9-5 56% (50%)</p> <p>Maths Disadvantaged (37) 4+ 56.8% (56%) 5+ 35.1% (32%)</p> <p>Maths SEN (29)</p>

	<p>Small group intervention withdrawal for Disadvantaged pupils Y10 – Cohort 42 Y11 – Cohort 35</p> <p>Small group intervention withdrawal for Middle Attaining Pupils: Y10 – Cohort 68 Y11 – Cohort 76</p>				<p>4+ 48% (40%) 5+ 37% (16%)</p> <p>Maths MAP (64) 4+ 65% (65%) 5+ 39% (38%)</p>
Targeted approaches	<p>Subject specific resources to be bought across core subjects.</p> <p>Students will receive targeted intervention in literacy and numeracy with a key focus on reading age and to close the gap for age related progress</p>	<p>Narrow Covid gaps across core subjects.</p> <p>Reduced gap in age related progress and improved reading ages</p> <p>Information obtained through termly reviews of:</p> <ul style="list-style-type: none"> • Reading Age • Age related progress in class/formal assessments • Quality of extended practice • HLTA progress reports for individual students 	Fully complete	£14,701	<p>Subject specific resources were bought across core subjects to help narrow the Covid gap.</p> <p>Time was budgeted for English intervention with a reading recovery programme. This was delivered by an English lead practitioner and by an English intervention tutor.</p> <p>The focus of these interventions was particularly PP / SEND students.</p> <p>The following changes in reading ages were measured:-</p> <p>All year 7: +6 months PP: +6 months (above national average) Lead practitioner intervention (low readers + EAL): +1.02 years Intervention tutor intervention (low readers + EAL): +0.5 years</p>
TOTAL AMOUNT SPENT				£52,851	

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Additional comments/evaluations (if required):