

# Covid Catch Up Action plan & Spending



**Oakwood Academy**  
A Visual Arts, Technology & Sports College

## Inspire – Impact – Independence

### OAKWOOD ACADEMY MISSION STATEMENT

"Promoting learning excellence - Inclusion beyond the barriers".

#### Moral Purpose

"We are united in the belief that together we can inspire all learners to dream, persevere and achieve so that we can change lives for the better, now and for future generations to come"

Policy developed by:	A Stobart (Deputy Head Teacher) and D Jones (Assistant Head Teacher)
Policy to be reviewed:	September 2021
Summary of changes	Changes to curriculum content Changes to structure of lessons

Approved by:

Headteacher:

Date:

Chair of Governors:

Date:

## Covid 19 Catch-Up Premium and Curriculum Expectations 2020/21

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 headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools. 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.

The DfE has also set out the following Curriculum Expectations, to ensure that all pupils - particularly disadvantaged, SEND and vulnerable pupils - are given the catch-up support needed to make substantial progress by the end of the academic year.

Education is not optional All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

The curriculum remains broad and ambitious All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

Remote education DfE asks that schools meet the following key expectations:

1. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content...In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
2. Aim to return to the school's normal curriculum in all subjects by summer term 2021.
3. Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.
4. Develop remote education so that it is integrated into school curriculum planning. 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:

### 1 Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning

- Focusing on professional development

## **2 Targeted academic support**

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

## **3 Wider strategies**

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times
- Ofsted will conduct interim visits to schools between 28 September and December 2020 and will discuss with school leaders how they are ensuring that pupils resume learning the school's curriculum, including contingency planning for the use of remote education and the use of catch-up funding.

## Catch-up Premium Plan

Academy	Oakwood Academy	Allocated funding (Catch - up)	£31,700
Number on roll	223	Allocated funding (National Tutoring Programme)	Not yet known
% Pupil premium eligible	64.5%	Number in Sixth Form	72

Our approach is based on initially supporting pupil's successful reintegration back into school and re-building their wellbeing, identifying and addressing key gaps in learning and moving on to providing pupils with a broader curriculum offer in a safe and secure environment

### Aims of 'Catch Up' at Oakwood Academy

1. To reduce the attainment gap between our most disadvantaged pupils and their peers
2. To raise the attainment of all pupils to close the gap created by COVID-19 school closures
3. Support pupils physical and social development, and mental wellbeing

Core approaches to 'Catch Up' at Oakwood Academy	How these will contribute to helping pupils catch up missed learning
<p>Supporting reintegration back into full time education and re building wellbeing through:</p> <ul style="list-style-type: none"> <li>• Phased return to school</li> <li>• Regular wellbeing checks and using an observational model</li> <li>• Implementing the recovery curriculum (focus on physical development and mental wellbeing)</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will feel safe and secure regarding their return to full time education</li> <li>• A focus on wellbeing will ensure that pupils address key issues that they or other similar to themselves have experienced during the school closure and that moving forwards they fundamentally have developed a range of wellbeing strategies that can support their progress in school and as such addressing missed learning</li> </ul>
<p>Identifying and addressing key gaps in learning through:</p> <ul style="list-style-type: none"> <li>• Assessing reading ages (literacy) and raising attainment in this area</li> <li>• Having a staged approach to developing a broader and balanced curriculum offer to pupils</li> <li>• Support pupils physical and social development, and mental wellbeing through implementing the recovery curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils literacy provides them with access to learning across the school curriculum. Considering our pupil's barriers to learning, we know that they will have gaps across all areas of learning. Our strategy is based on addressing pupils biggest gaps in learning so that this will have the biggest impact on their attainment</li> <li>• Having a staged approach to developing the breadth of our curriculum offer to pupils ensures that they are not overwhelmed with addressing gaps in learning</li> </ul>
<p>Providing a safe and secure environment for pupils returning to school through:</p> <ul style="list-style-type: none"> <li>• Monitoring the Coronavirus Risk assessment and the school's system of controls</li> <li>• Effective communication with parents/carers</li> <li>• Effective communication with pupils through daily briefings and social stories</li> <li>• Regular wellbeing checks with pupils</li> <li>• Identifying and responding to pupils concerns through pupil feedback methods</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils attendance will be high and the gap will not widen in terms of missed learning</li> <li>• Teachers in practical subject areas differentiate their curriculums in order to support pupils progress.</li> </ul>

Issues identified from September 2020 as barriers to learning (eg. Curriculum gaps / literacy / attendance / well being)

**Barrier 1:** Literacy skills (reading and spelling ages are below average in all year groups ordinarily). Data shows some pupils have regressed in reading and spelling, all year groups have shown, on average, less progress than they would in a standard year, with some making negative progress.

**Barrier 2:** Teacher assessments show regression in basic skills (below average in all year groups ordinarily) have slipped during lockdown period.

**Barrier 3:** Children's access to high quality text during the lockdown period has been limited.

**Barrier 4:** Children due to sit exams are behind with their work

**Barrier 5:** Access to remote learning for disadvantaged pupils

**Barrier 6:** Ensuring that all students are making social, emotional and academic progress following the lockdown period.

**Barrier 7:** Loss of social structures and routine.

**Barrier 8:** The effects on mental health caused by loss of routine, structure, friendships, opportunity and freedom.

**Barrier 9:** Maintaining a high % attendance for all students

**Barrier 10:** Ensuring parental engagement levels are maintained

**Barrier 11:** The new plans for the school day create a number of logistical difficulties which could impact on high quality teaching and learning.

**Barrier 12:** Not having the opportunity to access regular intervention in relation to their EHCP

**Barrier 13:** New pupils transition to school has been affected (understanding their needs and ability) - we have been forced to implement a virtual transition approach.

Actions & rationale	Intended Impact	Responsible	Cost
<p><b>B1 &amp; B3, B13:</b> Implementation of the 'Accelerated reader scheme Every child (reading at level Year 2 and above) will; have the opportunity to read regularly at home and in school. This will be tracked through the STARS assessment software which will allow us to monitor progress and identify areas of additional support that is required.</p>	<p>Assessment completed after each book will allow us to keep tabs on the pupils outcomes and is intended to lead to impact on reading scores and literacy assessments.</p>	<p>Amanda Stobart, Sinead Mannion, Rob O'Driscoll</p>	<p>£11,776 ( covers two years)</p>
<p><b>B1 &amp; B2:</b> To implement a programme of support for those students who are currently reading below Year 2 level. Children working below Year 2 will have access to proven online resources that they can access both at home and school to develop their phonetical knowledge.</p>	<p>Assessment completed after each book will allow us to keep tabs on the pupils outcomes and is intended to lead to impact on reading scores and literacy assessments.</p>	<p>Amanda Stobart, Sinead Mannion, Rob O'Driscoll</p>	<p>£1,374</p>
<p><b>B1 &amp; B2:</b> Read, Write, Inc training for six members of staff. After research we feel that this is the most appropriate scheme to help support our students without secure phonetical knowledge. These staff will then provide further for the rest of their teams.</p>	<p>Phonics screening pass results, Phase spelling tests and, spelling age test are hoped to rise to show progress with the daily delivery of synthetic phonics. Improving students basic literacy should increase their potential of engagement across all areas of the curriculum.</p>	<p>Amanda Stobart, Sinead Mannion, Rob O'Driscoll</p>	<p>£2,000</p>
<p><b>B1 &amp; B2:</b> Read, Write Inc resources to enable the programme to be facilitated.</p>	<p>Phonics screening pass results, Phase spelling tests and, spelling age test are hoped to rise to show progress with the daily delivery of synthetic phonics. Improving students basic literacy should increase their potential of engagement across all areas of the curriculum.</p>	<p>Amanda Stobart, Sinead Mannion, Rob O'Driscoll</p>	<p>£4,096</p>
<p><b>B1, B2, B4 &amp; B5:</b> Cost for one full time academic mentor for an academic year - their salary, they will work 1:1 or in small groups based</p>	<p>Progress through assessment data and exam results of targeted pupils.</p>	<p>SLT</p>	<p>£ 7,600</p>

up on assessment. They will also support Year 11 students to catch up with exam work.			
<b>B3, B5, &amp; B11:</b> Purchase classroom visualizers for all classrooms to support the fact staff can no longer walk the classroom freely. This will allow them to share their daily reading for pleasure text as well as other documents / demonstrations pertinent to their subject, particularly if home learning becomes a requirement.	To help pupils engage with the reading for pleasure initiative, particularly when sharing picture books, poetry and non-fiction texts. Will allow teachers to provide better demonstrations and sharing of documents during live lessons and when delivering remotely.	Amanda Stobart, Darren Jones	£715
<b>B1, B2, B3, B6, B7 &amp; B8:</b> Invest in Smart Chute resources that cover numeracy, literacy, spelling, memory, concentration, phonics and PSHE strands. This will allow students to work on their personalized EHCP targets during their All about me sessions.	To show progress towards individualized EHCP targets. To work on socials skills and well-being, measure on the well-being assessment. To show improvement in basic academic skills as per teacher assessments.	Amanda Stobart, Darren Jones	£1,984
<b>B1,, B2, B3 &amp; B6:</b> To provide a recommended list of high quality text for form tutors to pick from when they engage in daily 20 minutes of reading for pleasure. To provide staff training on reading for pleasure. The rationale is that reading is fundamental for our students and their literacy skills and vocabulary development. Reading also has benefits for mental health and helps set the tone for the day.	To show progress in literacy assessment. To increase pupils engagement with high quality texts. Improvement in vocabulary. Well-being check assessments.	Amanda Stobart, Sinead Mannion, Rob O'Driscoll	£0
<b>B1, B2, B6, B8 &amp; B8:</b> Buy EFL software. Technology we will invest in to track pupils targets towards their EHCP and progress in PD lessons, an area that we feel needs support after the extensive lockdown.	This software will allow us to evidence progress towards EHCP targets, PD lessons and also against SMSC and British values.	Darren Jones	£2,000

<p>B4, B5, B6, B11: Buy the IRIS subscription as a tool for PM and sharing best practice through virtual approaches. This allows us to continue to develop a culture of learning from each other when class visits are not possible.</p>	<p>Sharing best practice will give teachers access to the very best practice in school. This will lead to the most effective classroom practice being shared and student learning optimized.</p>	<p>Amanda Stobart, Darren Jones</p>	<p>£0 Cost not covered by catch up funding.</p>
<p>B1, B2, B3, B4, B5, B6, B8, B9 &amp; B12 Implement a robust remote learning policy to ensure that all pupils have access to learning. Provide training on how to access this for parents.</p>	<p>Home learning will improve the independence of our students as well as support progress when it comes to key assessment points (mocks and ROA)</p>	<p>Amanda Stobart, Darren Jones</p>	<p>£0</p>
<p>B1, B2, B3, B4, B5, B6, B7, B8, B9, B10, B11, B12 &amp; B13 Leaders to track and monitor catch up strategies closely looking at low effort - high impact successes and continually refining practice to ensure learning gaps are closed in the most effective and timely manner</p>	<p>Quality first teaching remains the single most effective strategy for closing learning gaps. A focus on curriculum sequencing and RAG rating each curriculum subject area will help leaders target specific subject domain knowledge students are not yet secure in. A cycle of plan - do - review will also support leaders' understanding of effective catch up in the classroom.</p>	<p>Amanda Stobart, Darren Jones</p>	<p>£0</p>
<p>B9 &amp; B10: Continue with our attendance monitoring procedures. Advice and support to anxious parents. Parent visits offered after school for those most at risk of not sending their child back, for reassurance purposes. Staff visits where needed.</p>	<p>To maintain high levels of attendance across the academy to provide students with the greatest chance of closing gaps with face to face education.</p>	<p>Michelle Navin</p>	<p>£0</p>
<p>B9 &amp; B13: New approach to transition, virtual visits, tour, welcome booklet, video messages, reports went home earlier to parents of these pupils.</p>	<p>To prepare students in the best way possible given the constraints on a usual induction.</p>	<p>Ami Hilton</p>	<p>£0</p>

B1, B2, B3, B4, B5, B6, B8, B9 & B12: Ensure all students in all years have a computer and access to the internet at home	This will allow students to access all online learning resources at home whether for homework, periods of self-isolation, or local lockdown events	Darren Jones	£0 - these have been funded elsewhere
B4: Year 10 'Catch Up Project' in Summer 2020	To target pupils and missed exam work in preparation for starting Year 11.	Darren Jones	
Spending total			£31,545