

Coronavirus (COVID-19) catch-up premium strategy outline	Open Academy
PRINCIPAL/HEADTEACHER	J Ford
AMOUNT OF COVID-19 CATCH-UP PREMIUM (11-16)	£43 800

The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds. This 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 lost teaching time
- a £350 million [National Tutoring Programme](#) to provide additional, targeted support for those children and young people who need the most help, which includes:
 - a schools programme for 5 to 16-year-olds – for more information, see the [National Tutoring Programme FAQs](#)

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the curriculum expectations for the next academic year in [actions for schools during the coronavirus outbreak](#).

- While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.
- To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students.
- To support schools to implement their catch-up plans effectively, EEF has published the [school planning guide: 2020 to 2021](#). This will provide further guidance on how schools should implement catch-up strategies and supporting case studies to highlight effective practice.

These tools were used to devise this programme.

Strategy Area	Specific Strategy	Success Criteria	Milestone	Evaluation	Cost	Impact
Teaching and whole-school strategies	Personalised professional development opportunities through instructional coaching: How to present online technologically and pedagogically.	85% of lessons observed show high quality explanations, modelling and systematic checking that leads to present students making good progress.	JTH, KWE and KWA have delivered sessions to whole school on how to use Teams Classnote etc. CDI delivered sessions on how to deliver effectively online.	Incomplete	£2,000	All staff are confident in using TEAMS. High quality explanations have been noted. Routines for setting and checking work are in place.
Teaching and whole-school strategies	Provide pupils with high-quality feedback, building on accurate assessment.	There is evidence of feedback leading to progress in 85% of present students across all key stages.	Rubrics set up in all subject areas. Whole school monitoring system set up and used by AHOYs. HOFs to develop assessments that meet curriculum needs online.	Incomplete	£1,000	CPD has been delivered. Rubrics are set up in all subject areas and are being adapted at a higher level. HOFs have assessments that meet NC demands. Feedback given to students who are present completing work.
Targeted approaches	Small group English tuition for key students in Yr 10 - 11.	English attainment at G4 is at least in line with National averages.	SHE (trained SENCO and English teacher) delivering sessions to targeted students at KS4.	Incomplete	£19,776 (cost for 8 lessons a week)	85% of students in the class during the year achieved grade 4 in English lang or lit (1 got to 5)
Targeted approaches	Small group maths and English tuition for key students in middle sets Years 8 - 10	Attainment at G4 is broadly in line with National averages with below average cohorts	2 academic mentors to be appointed through TeachFirst Scheme Jan and Feb start.	Incomplete	£5,426 (we pay 25% + on costs)	Teach First mentors have had increasing impact with students during the year.

Brilliant Club Tutoring	Small group tuition with approved partner Brilliant Club for 24 PP students	Increase confidence in missed units in science working with PhD students might raise aspiration to university		Incomplete	£390	Trouble with engagement with our students and tutors not showing up. This was unsuccessful.
Pearson Tutoring	Small group tuition with approved partner Pearson for 30 PP/SEN students	Increasing confidence and knowledge in small group work with qualified teachers in HUBs	Students are registered waiting for bookings to begin	Incomplete	£0	Project not successful. No tutors term 1, 2 or 3. By term 4 there were tutors who were online only.
HUB Tutoring	Catch up sessions held after school for any student who fell behind	Students can access the curriculum in the next academic year.	Students are already engaged in HUBs using existing staffing.	Incomplete	Delivered using other funding streams	Exceptionally successful. Most students have completed the activities that they had fallen behind on.
Wider strategies	Purchase of 10 chrome books in addition to ones provided through government scheme	Secure progress of students with no devices during self-isolation periods and in the event of lockdown. Available on short term loan to support home learning.	Chromebooks purchased	Incomplete	£2,500	Chrome books are in use in the academy regularly supporting learning. Loans to self-isolating students have occurred.
Wider strategies	Purchase of Seneca Premium Learning to provide support all learners across all years	Improved progress in geography.		Incomplete	£4,000	Not only have geography used the resource but so have science, computer science and other subjects.
Wider strategies	Purchase of SAM Learning to provide support for all learners across all years	Students can access SAM learning in any of their subjects on any compatible device		Incomplete	£2,000	Students accessed SAM learning at the start of the pandemic but when they had 5 live lessons per day the use diminished. Successful until a replacement was found.

Wider strategies	Track student progress using GL Assessments as lockdown prevented end of year exams in KS3.	All students receive a report Class teachers to receive class reports Data used to measure impact of other strategies	All students in KS3 get a report on English and maths with specific strategies to improve	Incomplete	£6,469	Very successful. We have accurate timely data that is nationally benchmarked. We have used the reports to support learning across the academy. Those who fell behind have had extra support. Individual reports sent to parents. CAT tests used to benchmark year 7s with FFT (not costed) to generate GCSE targets.
TOTAL					£43,561	

Extra teachers were hired in year to secure the programme and the proportion of their salary is the average teaching cost per lesson in the academy.

Conclusion

Open Academy decided to use this funding to ensure that students have the additional face to face support they need with key staff. The key objective of raising students to the same trajectory of improvement across the curriculum that they were on before interruption. The improvement strategy took 2 paths:

Recovery curriculum – helping students transition back. This was a pastoral staff and curriculum VP led programme. This operated without additional funding.

Catch-up curriculum – helping students recover lost learning. We know what assignments the students did and to what extent. Mentors were allocated to some students with more to come as they are available. In addition, there is additional time for many students by extending the school day. All activity effectiveness measured by GL Assessments.