

# Covid Catch-up Premium

<i>Academy</i>	Oasis Academy Long Cross
<i>Academic year</i>	2020 - 2021
<i>Total catch up premium amount</i>	£28,440
<i>Number of pupils</i>	409
<i>Guidance</i>	<p>Academy catch up funding allocations are calculated on a per pupil basis providing each academy with £80 per child from Reception to Y11. The funding is designed to mitigate the effects of the unique and disruptive effects of the global pandemic.</p> <p>As a Trust OCL has partnered nationally with Teach First to provide extra teachers across our academies as a response to Covid. Details of deployment, cost and intended impact must be included below.</p> <p>In order to fund the deployment of a teach first teacher at every academy, the catch-up funding was pooled. The costs of a teach first placement (at a discount of 33%) across 52 academies was deducted from the total funds allocated to OCL. The remaining funding was allocated on a pro rata tiered basis according to the size of each academy. The “total catch-up premium amount” referred to above is the amount received by the academy to fund their allocated teacher plus the residual amount of funding allocated pro-rata.</p>

## Use of funds

Use of funds	EEF guidance – tailor to those selected
<ul style="list-style-type: none"> <li>Supporting great teaching</li> </ul> <p>Teach First teacher employed in Reception to support the transition into school of children who have missed a lot of their nursery year. Once established this releases highly skilled and experienced EYFS teachers to provide early reading support and intervention across the Academy</p>	<p>The EEF areas used:</p> <p><i>For example</i></p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>Supporting great teaching</li> <li>Pupil assessment and feedback</li> <li>Transition support</li> </ul>

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**Incremental coaching model adopted and every teacher will have weekly incremental coaching to support them to become expert teachers and address the challenges faced as a result of a long period of closure and disruption**

- **Pupil assessment and feedback**

**Use of PiXL transition package to support focused and targeted teaching of gaps. Highest leverage therapies to be delivered whole class where appropriate and QLAs used to inform teaching**

- **Intervention programmes**

**Accelerated Reader purchased for all pupils from Y2- Y6. All staff are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data). In addition MyON is used to support the development of reading and remote learning across the whole Academy N – Y6**

**Purchase additional manipulatives for KS1 Numicon intervention to support children to make accelerated progress in knowledge and confidence in basic number facts.**

- **Extended school time**

**20 x Y6 children to access weekly tutoring delivered by Action Tutoring (provider for National Tutoring Programme). Each child will have 15 1 hour sessions after school**

- **Access to technology**

**From March 2021 every pupil from Reception to Year 6 will be part of the Oasis Horizons Project. They will each be provided with an iPad to support learning inside and outside of the Academy. This will help to reduce disruption to learning due to any full or partial closures for all children including our most disadvantaged. It will also enable teachers to take full advantage of the most innovative ways of teaching**

## Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

## Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

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## Identified impact of lockdown

Area of need identified	Outline of identified need as identified by the academy – evidence of need
<b>Reading</b>	<p>Children are enthusiastic about reading and enjoy reading aloud with their class. However, during lockdown children missed vital opportunities to read targeted levelled books aloud on a regular basis and many had a limited access to appropriate reading materials. As a result, fluent decoding is now a specific areas of need and is a focus in all year groups. Children have also missed regular opportunities to practise reading high frequency words by sight, basic retrieval and build their vocabulary. These skills are fundamental building blocks and must be re-built as a priority. Many children have not experienced texts read aloud by an adult during lockdown and require daily fluent, expressive modelling by teachers.</p> <p>The potential for further school closure also necessitates that online resources are made available to ensure all pupils have access to a wide range of reading materials and comprehension tasks in the event of a future lockdown (in line with our remote learning offer).</p>
<b>Writing</b>	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Gaps specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected; however, those who evidently did not write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p>
<b>Maths</b>	<p>The teaching and learning of specific content has been missed, leading to gaps in learning that impact on children's ability to access their current year's curriculum. Children are still enthusiastic about maths and lockdown has not affected their attitudes however we need to rebuild their stamina to concentrate and engage in full maths lessons.</p> <p>Recall of basic skills has suffered – children are finding it difficult to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments, PiXL QLAs and work in class.</p>
<b>Access to remote learning</b>	<p>A substantial number of children in the Academy have limited or no access to devices outside of the Academy. This significantly affects their ability to engage with learning opportunities beyond the school day or during periods of disruption due to isolation caused by Covid. This is evidenced through device audits, review of engagement data from online learning platforms and engagement in live and pre-recorded lessons</p>

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## Planned expenditure on the areas identified by EEF

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead/owner	Review date
<ul style="list-style-type: none"> <li>Reception children settle quickly and make accelerated progress as a result of high quality, additional adult support</li> <li>Children in Rec, Y1 and Y2 make accelerated progress in reading and gaps are quickly closed due to high quality reading support</li> </ul>	<ul style="list-style-type: none"> <li>Supporting great teaching</li> </ul> Teach First teacher employed in Reception to support the transition into school of children who have missed a lot of their nursery year. Once established this releases highly skilled and experienced EYFS teachers to provide early reading support and intervention across the Academy <b>£20,080</b>		FB/KS	Termly
<ul style="list-style-type: none"> <li>All teaching is of consistently high quality to ensure accelerated progress of all pupils</li> </ul>	<ul style="list-style-type: none"> <li>Supporting great teaching</li> </ul> Incremental coaching model adopted and every teacher will have weekly incremental coaching to support them to become expert teachers and address the challenges faced as a result of a long period of closure and disruption <b>£1695</b>		FB/KS	December 2020 April 2021 July 2021
<ul style="list-style-type: none"> <li>Gaps are quickly identified and targeted intervention at class, group and individual level ensures accelerated progress</li> </ul>	<ul style="list-style-type: none"> <li>Pupil assessment and feedback</li> </ul> Use of PiXL transition package to support focused and targeted teaching of gaps. Highest leverage therapies to be delivered whole class where appropriate and QLAs used to inform teaching <b>£1500</b>		FB	Fortnightly through Raising Attainment meetings
<ul style="list-style-type: none"> <li>Accelerated Reader is used across the Academy to effectively support every child to become a fluent reader</li> </ul>	<ul style="list-style-type: none"> <li>Intervention programmes</li> </ul> Accelerated Reader purchased for all pupils from Y2- Y6. All staff are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data). In addition MyON is used		JL	Termly

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	to support the development of reading and remote learning across the whole Academy N – Y6 <b>£3780.22</b>			
<ul style="list-style-type: none"> <li>Numicon interventions are used effectively with KS1 pupils to address gaps and accelerated progress in maths</li> </ul>	<ul style="list-style-type: none"> <li>Intervention programmes</li> <li>Purchase additional manipulatives for KS1 Numicon intervention to support children to make accelerated progress in knowledge and confidence in basic number facts. Effective training for staff and delivery of the intervention <b>£275.99 + £470</b></li> </ul>		FB	Termly/every 4 - 6 weeks
<ul style="list-style-type: none"> <li>Pupils will meet at least expected standard at the end of KS2</li> </ul>	<ul style="list-style-type: none"> <li>Extended school time</li> <li>20 x Y6 children to access weekly tutoring delivered by Action Tutoring (provider for National Tutoring Programme). Each child will have 15, 1 hour sessions after school <b>£1765</b></li> </ul>		LB	At each assessment point
<ul style="list-style-type: none"> <li>All children will have access to high quality teaching and learning within and beyond the Academy</li> </ul>	<ul style="list-style-type: none"> <li>Access to technology</li> <li>From March 2021 every pupil from Reception to Year 6 will be part of the Oasis Horizons Project. They will each be provided with an iPad to support learning inside and outside of the Academy. This will help to reduce disruption to learning due to any full or partial closures for all children including our most disadvantaged. It will also enable teachers to take full advantage of the most innovative ways of teaching <b>£8160</b></li> </ul>		CP	July 2021



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## Covid-19 catch-up total

<b>Covid catch up total</b>	<b>£28,440</b>
<b>Actual cost of interventions</b>	<b>£37,726</b>
<b>Cost to academy to add extra opportunity linked to need</b>	<b>Oasis Horizons Project - £8160 PiXL transition package - £1126</b>
<b>Total position of funds – impact on academy budget (if any)</b>	<b>- £9286</b>