

### COVID-19 Catch-Up Premium Spending: Summary

| SUMMARY INFORMATION            |        |  |     |
|--------------------------------|--------|--|-----|
| Total number of pupils:        | 120    | Amount of catch-up premium received per pupil: | £80 |
| Total catch-up premium budget: | £9,600 |  |     |

| STRATEGY STATEMENT   |
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| <p>Orsett Heath Academy is fully committed to ensuring that the school closures have minimal effect on the student’s learning and well-being. This strategy aims to ensure that all pupils get the opportunities and outcomes they deserve, by investing our time and funding on measures proven to be effective, particularly for those who are most disadvantaged. We have ensured that we have assessed the guidance offered to us and used official research to underpin decisions upon, in order to raise the attainment of all pupils and close the gap created by COVID-19 school closures.</p> <p>Our catch-up priorities are:</p> <ul style="list-style-type: none"> <li>A) Ensuring that any gaps in knowledge as a result of school closures are eliminated by our catch strategies</li> <li>B) Ensuring that pupils have positive levels of well-being and are confident they can achieve, despite the period of closure</li> <li>C) Ensuring that the school adopts a thorough process to identify students who require catch up</li> </ul> |

### Areas of Focus

| How will these areas of focus be broken down and how will they be measured? |   |  |
|---|---|--|
|   | <i>Desired outcomes and how they will be measured</i>   | <i>Success Criteria</i>  |
| A   | Students have no relative gaps in knowledge when considering the National Curriculum content as a result of school closures | All students show improvement on their original diagnostic scores. |

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| B | <p>Students feel confident in attending school, as they want to ensure they achieve.</p> <p>Students have good levels of well-being.</p>  | <p>Attendance to school is at least 96% (non-COVID related).</p> <p>Appropriate interventions are in place for both subject based learning and pastoral support.</p> |
| C | <p>The school implements a robust identification process through the use of diagnostic testing in addition to the ongoing assessment procedures. This is to ensure the students in need of catch up are identified early and supported accordingly. The school uses a combination of quantitative and qualitative data to determine which students require immediate and subsequent catch up.</p> | <p>Suitable diagnostic tests are created and administered, which enable the school to identify subjects requiring catch up and in which subject areas/topics.</p>    |

**Planned expenditure for current academic year:**

| Expenditure                               | Budget (£) |
|---|------------|
| GL Assessment/PASS                        | 3,000      |
| Booster sessions                          | 975        |
| MathsWatch                                | 150        |
| Curriculum planning                       | 200        |
| TooToot subscription                      | 420        |
| IT Provision (including Mote and TooToot) | 1000       |
| Accelerated Reader                        | 3000       |

## Strategies

| Desired Outcome  | Chosen Approach   | What actions will be taken and why?  | How will you ensure it is implemented well?  | Staff lead     | When will you review this implementation?   |
|--|---|--|--|----------------|---|
| <p>The school implements a robust identification process through the use of diagnostic testing in addition to ongoing assessment procedures.</p> | <p>Students will complete diagnostic testing lessons, with the outcomes being recorded before September 30<sup>th</sup> where possible.</p> <p>SLT will nominate students for catch up tuition.</p> | <p>Tests to be completed are: Rapid/Pass/GL assessments and NGRT assessments.</p> <p>Outcomes will be recorded to ensure identification processes can start and to allow us to measure future pupil impact.</p> <p>This will ensure students in need of catch up are identified early and supported accordingly.</p> <p>A further diagnostic test will be administered throughout the course of the year to check on progress and inform future strategies.</p> <p>Quality assurance processes will be carried out on subjects to ensure ongoing assessment is accurate.</p> | <p>Rationale behind the process will be shared with staff on INSET.</p> <p>Experienced SLT will carry out the quality assurance processes.</p> <p>CPD will be carried out by catch up lead with staff.</p> | <p>SRA/SMC</p> | <p><b>Data drops:</b><br/>October 2020<br/>February 2021<br/>May 2021</p> <p><b>End of year review:</b><br/>July 2021</p> |
| Total budgeted cost:   |   |  |  |                | £3,000  |

|   |   |  |   |            |  |
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| <p>Students receive a curriculum that takes into account the lost learning due to COVID closures.</p> | <p>An altered curricula for necessary subjects will be planned and implemented for at least HT 1.</p> <p>EEF Toolkit to be used to ascertain which classroom strategies have the most significant impact on allowing students to catch up.</p> <p>Rigorous approach to whole-school teaching and learning policy to ensure all lessons have maximum impact.</p> | <p>Members of staff at Orsett Heath Academy have adapted their curricula in order to ensure essential knowledge and skills are covered. This will enable learners to progress to the next stage of their learning journey.</p> <p>Diagnostic questionnaires will be completed with the pupils for subjects which allow pupils to self-assess their confidence with key knowledge and skills.</p> <p>Staff are, to an extent, allowed flexibility with their curriculum plans to allow for covering of content identified in diagnostic assessments.</p> <p>A consistent approach to address gaps in knowledge and skills has been developed across the school in key areas such as:</p> <ul style="list-style-type: none"> <li>• Frequent, spaced retrieval practice activities to transform knowledge and skills into learning</li> <li>• Differentiated homework to embed knowledge and skills into long term memory</li> <li>• Applied learning time</li> </ul> | <p>All plans go through a QA process.</p> <p>CPD is put in place to share the rationale behind the concept of a recovery curriculum.</p> <p>Medium and long term plans were provided and additional plans shared as good practice.</p> <p>Delivery of the recovery curriculum will be assessed via our QA plan.</p> | <p>SMC</p> | <p>September 2020</p> <p>Ongoing throughout the year</p> |
| <p>Total budgeted cost:</p>   |   |  |   |            | <p>£200</p>  |

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| <p>Students who have been required as needing additional help will receive academic and pastoral support to increase their confidence on return to school.</p> | <p>Teachers and non-teaching staff to work with pupils on a 1:1 or small group basis</p> | <p>Staff are assigned students based on diagnostic analysis, in conjunction with ongoing assessment and classwork.</p> <p>Staff run extra teaching capacity sessions after school to allow for targeted pupils to catch up on learning.</p> <p>Pastoral and academic mentoring interventions will run for those requiring it (6 week programmes).</p> <p>Extra revision resources purchased by departments to allow for recapping of topics and extra support to be given.</p> | <p>All plans for catch up sessions are submitted to Senior Leadership for checking prior to implementation.</p> <p>SLT will QA the delivery of all catch up sessions.</p> | <p>SMC/SRA</p> | <p>Ongoing throughout the year</p> |
| <p>Total budgeted cost:</p>  |  |  |   |                | <p>£1,125</p>                      |

|  |   |   |  |                |                      |
|--|---|---|--|----------------|----------------------|
| <p>Students have access to high quality remote learning resources when they cannot attend school due to COVID related absence of staff or pupils, including pastoral safeguarding platforms.</p> | <p>Training delivered to staff, parents and students on the use of all IT platforms, such as Google Classroom/Zoom/Loom/Mote, for remote learning.</p> <p>Invest in IT equipment.</p> | <p>Continual training via INSET and CPD, focusing on the use of Google Classroom and Zoom/Loom/Mote.</p> <p>All homework to be set on the Google Classroom platform to ensure student familiarity with the process.</p> <p>Training guides/videos to be produced for pupils, staff and parents.</p> <p>Assemblies and tutor time activities regularly to be focused on reinforcing the use of Google Classroom.</p> <p>Additional laptops to be purchased/requested from the DfE and LA.</p> <p>Safeguarding app to be purchased to ensure pupil safety in any future remote learning period.</p> | <p>CPD delivered by staff with prior knowledge of e-learning.</p> <p>All tutorial videos and guides to be archived for future use.</p> <p>Surveys set to key stakeholders regarding the use of Google Classroom in remote learning.</p> <p>Consistent reinforcement of safeguarding app throughout the year to ensure pupil familiarity and use.</p> | <p>SMC/SRA</p> | <p>February 2021</p> |
| <p>Total budgeted cost:</p>  |   |   |  |                | <p>£760</p>          |