

Covid Catch-up Premium

<i>Academy</i>	<i>Oasis Academy Short Heath</i>
<i>Academic year</i>	2020/21
<i>Total catch up premium amount</i>	£28,280
<i>Number of pupils</i>	459 (includes 42 pupils in Nursery)
<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 Y6. 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.</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"> Teach First Trainee <p>DUE to being part of a MAT, a Trust decision was made to pool catch up resources so that each Academy could benefit from a Teach First trainee. Teach First teacher employed in Reception to support the transition into school of children who have missed a lot of their nursery year. Once</p>	<p>The EEF areas used:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> Supporting great teaching Pupil assessment and feedback Transition support

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established this releases highly skilled and experienced EYFS teachers to provide early reading support and intervention across the Academy.

- **Access to technology**

Every pupil from Reception to Year 6 are part of the Oasis Horizons Project. They have each been 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.

- **Additional support in Year 5**

Employment of an additional member of staff in Year 5 to work with small groups, securing rapid progress for pupils not reaching age-related expectations.

- **Additional support for pupils with ongoing mental health issues**

Extending the employment days of Urban Devotion who provide bespoke Play Therapy sessions and other bespoke sessions to support children in crisis with their mental well-being.

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

Identified impact of lockdown

Area of need identified	Outline of identified need as identified by the academy – evidence of need
Pupils phonics skills greatly reduced	Intense support for pupils to rapidly improve phonics ability and enable pupils to read.

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Educational disadvantage created from period of nonattendance at school	Extended periods of closure for some children with some lower engagement with home learning. It is vital to ensure level playing field for our children and showing we are ensuring that cohort specific and individual misconceptions and gaps are being addressed
Well-being after period of uncertainty.	Well-being resources provided for both staff and children for first week back in September. The need to have access to sustained professional intervention to address specific identified needs- Teacher knowledge/disclosures and Horsforth Grid. Pastoral team deployed and accessing additional training.
Sustained writing at ARE	Through lockdown the opportunities for effective 'distance learning' from reading and maths were effective in slowing down the gap in missed learning. However, writing is a skill that needs a step by step process in the initial stages giving the children the knowledge and skills to execute a sustained long write independently. This process could not be achieved through the reactive home learning that was being executed through the Summer Term 2020.

Planned expenditure on the areas identified by EEF

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead/owner	Review date
Targeted work supporting Reception and where needs emerge across the school resulting in staff feeling confident to address gaps in knowledge and pupils receiving bespoke targeted support	£20,080 Employment of a Teach First student deployed in Reception to enable consistent release and redeployment of the EYFS teacher to impact on quality first teaching, accurate assessment of pupils needs and precise delivery of targeted interventions.		Joe Darnley	
Targeted support in Years 5 by additional capacity to the teaching team. Bespoke interventions and catch up programmes in	£5711 Pupils receive one to one and small group sessions each afternoon addressing emerging gaps in knowledge to facilitate rapid progress		Charlotte Dean	

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place to accelerate learning and ensure pupils are secondary ready and increase pupils stamina				
The additional of a Teach First Academic Mentor to increase access to high-quality tuition for disadvantaged and vulnerable children.	£2489 Academic mentor working across KS1 to help deliver small group work and one to one provision with a focus on letters and sounds.		Becky Vernon	

Covid-19 catch-up total

Covid catch up total	£28,280
Actual cost of interventions	The 2 nd National Lockdown which included school's closing and only open to Critical Workers and Vulnerable children has meant that specific interventions in addition to those listed above have been very limited due to the full Covid situation and restrictions.
Cost to academy to add extra opportunity linked to need	Urban Devotion- £7460 i-pad roll out to Reception-Year 6-Horizons Project. This cost has been met by the Oasis Community Learning Trust
Total position of funds – impact on academy budget (if any)	All costed in at present from 2020/21 budget allocation, so interventions are a priority.