

Catch-up premium

Summary information					
School	Sirius Academy North				
Academic Year	2020-21	Total Catch-Up Premium	£91,931	Number of pupils	1244

Guidance	
Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year.	
Use of Funds	EEF Recommendations
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 guidance on curriculum expectations for the next academic year. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. 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. Schools should use this document to help them direct their additional funding in the most effective way.	<p>The EEF advises the following:</p> <ul style="list-style-type: none"> ➤ Teaching and whole school strategies ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support Targeted approaches ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time Wider strategies ➤ Supporting parent and carers

Identified impact of Covid-19 closures	
English & Literacy	63% of students below chronological reading age in Y7.
Maths & Numeracy	CAT-4 tests taken by incoming Y7 students show a 32% of students had scores below average.
Student prior attainment	Due to the absence of completed SATs, they arrived with no prior formal assessment data from the end of their primary education.
Mental health concerns, linked to lockdown period	CPOMS (safeguarding) referrals have shown an enormous increase since students returned to school following lockdowns. There are notably many more referrals for low mood and anxiety.
Gaps in knowledge particularly for vulnerable students	Vulnerable students struggled to access learning during lockdown and are significantly behind their peers.
Curriculum planning	Gaps in knowledge created by school absence have resulted in new curriculum planning to be completed to ensure a full and accurate curriculum coverage.

Strategy	School rationale	Implementation	Cost	Expected impact
Diagnostic Assessment including for Year 7 transition and close monitoring of interventions in place to support catch up.	<p>Focus on core skills to enable effective access to the curriculum particularly at KS3. Obtain diagnostic and nationally standardised data to inform targeted intervention.</p> <p>Purchase Provision Mapping module to support staff in assessing, recording and completing plans to enable focused support and planned interventions.</p>	<p>CAT-4 tests completed for all students across KS3 to establish a baseline for all students. Tests taken at the start of September to ensure appropriate intervention can be in place to support progress.</p> <p>Provision Mapping used to record all interventions completed with students to support progress and monitor and review impact.</p>	£15,300	<p>Accurate data collated at the start of the year which demonstrates Standard Age Score (SAS) Averages in all 4 (verbal, quantitative, non-verbal & spatial) groupings.</p> <p>Planned targeted intervention recorded that can be monitored closely.</p>
Extended school day – Intervention/ revision programme	In addition to the significant revision and intervention programme available to students, a range of extra sessions over a more extended period will be made available. We have a strong evidence base for the impact of such sessions internally over a number of years and this approach has again been identified as high impact by the EEF and DfE.	Year 11 school day extended by 1 hour each day to allow focused intervention in subjects they have been identified as under achieving in.	£ 14,579	Improved progress across all subjects.
Reading intervention and targeted support	A range of reading intervention and support programmes will focus on ensuring children can read confidently at a level which allows them full access to the curriculum.	Reading intervention programme and phonics for small groups of pupils identified as having a chronological reading age of below 9 years at the start of year 7.	£3,413	Students in year 7 have an increased confidence in reading and their reading age is in line with their chronological reading age.
Appointment of PSA's to support with catch up	There is extensive evidence to suggest additional classroom staff will support individual progress by ensuring that students have access to a member of staff	Appointment of two additional PSA's for in class support.	£50,555	Improved progress in individual subjects.

	at all times throughout the lesson.			
English & Maths residentials	There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy. English chosen as key area of focus on school improvement plan.	Residential targeting students who are at risk of not achieving grade 4/5. 14 additional hours of English and Maths over Saturday and Sunday – hotel in Leeds/York. Two weekends planned.	£35,548	Increased progress and outcomes for students.
		Total projected cost:	£119,395	
		Total budget:	£91,931	
		Deficit/Surplus:	(£27,464)	