

# Covid Catch-up Premium

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| <i>Academy</i>                       | Oasis Academy Marksbury Road                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <i>Academic year</i>                 | 2020 - 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <i>Total catch up premium amount</i> | £26,660                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <i>Number of pupils</i>              | 330                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <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                                                                                                                                                                                             |
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| <p><b><u>Supporting great teaching</u></b><br/>           Teach First teacher employed in Year3 working alongside an outstanding practitioner. Once established in this year group, this releases this highly skilled and experienced teachers to provide early reading support and intervention across the Academy in identified areas (areas identified using Techer Assessments and Assessment Test data im the Autumn Term)</p> | <p>The EEF areas used:<br/>           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

### Access to technology

From October 2020 every pupil from Reception to Year 6 became part of the Oasis Horizons Project. They were each provided with an iPad to support learning inside and outside of the Academy. This has helped to reduce disruption to learning due to any full or partial closures for all children including our most disadvantaged. It has enabled teachers to take full advantage of the most innovative ways of teaching and for classes who have been forced to lockdown, it has meant that they have still been afforded the opportunity to receive 5 x live lessons per day.

### 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading                 | 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. |
| Writing                 | Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost opportunities for essential practising of writing skills. GAPs specific knowledge has suffered, leading to lack of fluency in writing. Those who                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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|                                  | 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.                                                                                                                                                                                                                                                                                                                                                         |
| <b>Maths</b>                     | 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. Recall of basic skills has suffered – children are finding it difficult to recall addition facts, times tables and have forgotten previously taught calculation strategies. This is reflected in arithmetic assessments, PiXL QLAs and work in class. |
| <b>Access to remote learning</b> | A substantial number of children in the Academy had limited or no access to devices outside of the Academy. This significantly affected 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. This has been addressed since October 2020 as each child now has an ipad to support remote learning.                                                                       |

## 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>Year 3 children settle quickly and make accelerated progress as a result of high quality, additional adult support</li> <li>Children in Y5 (initially) make accelerated progress in reading, writing and maths and gaps are quickly closed</li> </ul> | <ul style="list-style-type: none"> <li>Supporting great teaching</li> </ul> Teach First teacher employed in Year 3 to support teaching and learning in a year group who had the least time in school in the summer term. Once established this releases our highly skilled and experienced Y3 teacher to provide intervention support across the Academy, focused initially in Year 5<br><b>£20,080</b> |                        | CR/KF            | Weekly review in Raising Attainment Meetings |

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| due to high quality intervention and support                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |          |                                                                                |
| <ul style="list-style-type: none"> <li>Gaps are quickly identified and targeted intervention at class, group and individual level ensures accelerated progress in Year 5</li> </ul> | <ul style="list-style-type: none"> <li>Pupil assessment and feedback - Use of PiXL 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 of small groups and identifies individuals</li> </ul> <p style="text-align: right;">£3240</p>                                                                                                                                                                                                   |  | CR/KF/LT | Fortnightly through Raising Attainment meetings                                |
| <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> </ul> <p>From October 2021 every pupil from Reception to Year 5 became part of the Oasis Horizons Project. They were each be provided with an iPad to support learning inside and outside of the Academy. This is helping to reduce disruption to learning due to any full or partial closures for children including our most disadvantaged. It is also enabling teachers to take full advantage of the most innovative ways of teaching</p> <p style="text-align: right;">£6540</p> |  | CR/SMc   | Every 6 weeks and after every class lockdown and live remote teaching sequence |

## Covid-19 catch-up total

|                                                                    |                                  |
|--------------------------------------------------------------------|----------------------------------|
| <b>Covid catch up total</b>                                        | <b>£26, 660</b>                  |
| <b>Actual cost of interventions</b>                                | <b>£29,860</b>                   |
| <b>Cost to academy to add extra opportunity linked to need</b>     | <b>PiXL Intervention - £3240</b> |
| <b>Total position of funds – impact on academy budget (if any)</b> | <b>- £3240</b>                   |