

# Bristol Metropolitan Academy: **COVID-19 catch-up premium report 2020-2021**



## **1. Teaching**

### **Continued professional development**

Teachers will benefit from increased professional development opportunities to ensure they are well equipped to ensure that children continue to access the full curriculum.

CPDL topics include:

- A high-quality blended approach
- Expert subject leadership
  - Supporting great teaching and curriculum planning
  - Pupil assessment and feedback
  - Transition support
  - Training in online learning strategies and Teams platform

## **2. Targeted Academic Support**

- Centrally organised recruitment of primary teaching specialist
  - One to one and small group tuition
  - Intervention programmes

## **3. Wider Strategies**

- Centrally supported IT loans and guidance for families

Identifying families without access to a meaningful device and or access to the internet and ensuring they receive the technology they require.

- Supporting parent and carers

- Access to technology
- Summer support

## **Aims:**

\*To reduce the attainment gap between our disadvantaged pupils and their peers.

\*To raise the attainment of all pupils to close the gap created by the pandemic and meet or exceed national averages and expectations by age.

**\*For many pupils, compensating for the negative impact of school closures will require a sustained response. It is highly unlikely that a single approach will be enough. It is also likely to be beneficial to consider how to align chosen approaches with Pupil Premium spending and broader school improvement priorities.**

**Provided by the EEF - COVID-19 SUPPORT GUIDE FOR SCHOOLS**

## COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	1050	Amount of catch-up premium received per pupil:	£10
Total catch-up premium budget:	Number on roll (n) x £10 = £	Investment to support all pupils to make progress following the Lockdown during 20-2021	<b>£10,240</b>
Catch Up Funding			£40,000
Additional Catch Up Funding (to replace the budgeted Year 7 Catch up funding that was suspended by the government)			£38,700
		Total spend:	<b>£88,900</b>

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

- |   |  |
|---|--|
| A | Poor oral language skills with limited understanding of a wide range of a vocabulary. These issues will have been exasperated if children have not been regularly exposed to good language role models, been taught new vocabulary or expected to speak in full and correct sentences. |
| B | Not being a fluent reader, which can impact on the learning of our curriculum. Those without daily opportunities to read appropriate texts at home will have been disadvantaged.   |
| C | Low emotional resilience – Lack of access to the THRIVE (or THRIVE like) provision may have caused emotional development to pause or stagnate –  |

### ADDITIONAL BARRIERS

External barriers:

D	Attendance in school – the academy has remained open throughout the pandemic but mostly to vulnerable and critical worker groups.
E	Lack of educational experience of parents meaning support for learning at home is varied.
F	Parents and children may be less engaged in live learning than they are when in school.

## Planned expenditure for current academic year

Area of spend	Total cost	Catch up funding	Description of intervention and potential impact (identified by Sutton Trust/Hattie)	Impact measurement– what would we see to know it has been used successfully?

<p><b>The Hub Specialist Maths and English intervention</b></p>	<p>£166,735</p>	<p>£100,040</p>	<p>Specialist internal centre to deliver one-to-one and small group interventions in English and Maths to students. Full tracking of intervention and impact on progress recorded at regular intervals. Seeking and sharing best practice through Hub-based working and links to primary approaches and other secondary support programmes within Federation.</p> <p>1.6 experienced full time and 1 part-time Maths teachers and 1.4 part-time experienced English specialists increase the quality of these interventions, through pinpointing individual needs, meeting individual learning styles, raising confidence levels, using specialist materials, and providing immediate relevant feedback. 100% of CLA receive this support. High proportion of students with FSM accesses the support as a KS3 accelerated boost, or in KS4 for GCSE-focused exam preparation.</p>	<p>Acceleration of progress to enable catch-up for students in receipt of CUP in Year 7, ultimately reducing the need for further intervention at KS4.</p> <p>Confidence and enjoyment of Maths and English in small group/individual setting translates to mainstream maths and English classes and in to the full curriculum.</p> <p>100% of students receiving intervention to make expected and good levels of progress by end of year.</p> <p>All students to achieve ARE or better in English and Maths by end of 7 and maintained to the end of KS3</p> <p>Reduction in need to intervene in KS4 to catch-up students.</p>
<p><b>The HUB Primary Specialist</b></p>	<p>£41,167</p>		<p>Primary Specialist who has joined The Hub specifically to assist catch up for our most vulnerable. Her salary is £41,167 for the year.</p>	<p>A specialist Primary teacher with experience in teaching Primary aged children. Acceleration of progress to enable catch-up for students in receipt of CUP in Year 7, ultimately reducing the need for further intervention at KS4.</p>

<p><b>Learning Support Assistants</b></p>	<p>£152,402</p>	<p>£-</p>	<p>LSAs deliver in class support to adapt and moderate resources in order for student to access them at their given level. One-to-one support is also delivered in literacy numeracy and personal organisation for learning.</p> <p>In addition, 1 HLTA and 3 LSAs runs a small literacy group (approximately 6 students in a group) three times a week, with students who have a reading age of 6 or under, using programmes like Read Write inc, Lexia and Accelerated Reader to promote progress through personalised teaching.</p>	<p>Acceleration of progress to enable catch-up for students in receipt of CUP in Year 7, ultimately reducing the need for further intervention at KS4.</p> <p>Students in the group must get closer to their chronological reading age.</p> <p>100% of students receiving intervention to make expected and good levels of progress by end of year. All students to achieve ARE or better in English and Maths by end of 7 and maintained to the ned of KS3 Reduction in need to intervene in KS4 to catch-up students.</p>
<p><b>Additional Non-teaching Pastoral Support:</b></p> <p><b>Assistant Heads of House</b></p>	<p>£124,092</p>	<p>£55,398</p>	<p>Assistant HoH support makes a wide and deep impact on all students, particularly our Disadvantaged students. They focus not just on removing barriers to learning, but on tracking and enhancing the attendance, daily support requirements and achievement of students. Involvement with families, social workers and staff ensure that any disadvantage for students is reduced.</p> <p>At whole-Academy level, the Assistant Heads of House develop a positive ethos, manage small-scale behaviour incidents, and thereby support greater engagement in learning. Their interventions improve the way students work together and alongside their peers, Academy staff, families and community.</p> <p><b>Sutton Trust:</b></p> <p><b>Social and Emotional Learning +4 months</b> <b>Behaviour Interventions +4 months</b></p>	<p>Pupil Premium students are supported to make greater levels of progress and barriers to learning or attendance caused by deprivation are reduced.</p> <p>Increase in levels of expected and good progress.</p> <p>Reduction in low behaviour scores in class.</p> <p>Reduction in behaviour incidents. progress of Pupil Premium cf. non- Pupil Premium students</p>

<p><b>Breakfast Club</b></p>	<p>£50,000</p>	<p>0</p>	<p>Breakfast provided to all students free of charge to ensure access to food at the start of the Academy Day. Students, particularly FSM, are encouraged to attend. Year Teams to direct students toward the provision.  <b>*Not evidenced by Sutton or Hattie</b></p>	<p>Availability of breakfast for FSM students so that they are ready to learn. Improved punctuality and attendance.</p> <p>Safe haven before start of Academy day.</p> <p>Opportunity to have a healthy breakfast, in keeping with our Healthy Schools ethos and aimed at boosting concentration in lessons throughout the day.</p> <p>Number of breakfasts served to increase over time – securing as many FSM students as possible.</p>
<p><b>Student Counsellor</b></p>	<p>£27,152</p>	<p>£13,576</p>	<p>Full-time counsellor employed to support student trauma and upset, building resilience and longer-term strategies to manage emotions, enabling students to stay in school, access education and maintain levels of progress</p> <p><b>Sutton Trust:</b></p> <p><b>Social &amp; emotional learning +4 months</b></p>	<p>Learning new skills and an appreciation of music for pleasure.</p> <p>Increased self-esteem (especially in conjunction with the opportunities for students to perform in the Academy).</p> <p>Students exposed to alternative activities which broaden the school experience, developing discipline and resilience.</p> <p>% of students receiving subsidised music lessons.</p> <p>Progress of Disadvantaged students in receipt of subsidised music lessons cf. those not in receipt cf. non-PP students.</p>

<p><b>Oral and Auditory Opportunities</b></p>		<p>Creating oral and auditory opportunities for students to build on vocabulary. Sutton Trust: Oral language interventions + 5 months Regular CPD sessions both whole school and department level to enhance pedagogical knowledge and practice aligned with the AIP (includes disadvantage as one of key areas of development). CPD on Teams and online platforms in how to utilize the technology effectively to aid progress. Regular assessment opportunities and reteach opportunities to identify areas of improvement and support attainment across all subjects in the academy. Providing students with high quality feedback to address misconceptions and boost attainment forward. Feedback EEF: +8 Months</p> <p>Knowledge organisers are used across the academy to allow for pre-teach opportunities and recap in lessons. At KS3 they are used for homework where students can be directed to key areas of knowledge. A homework Hub ran after school allows students access to a space to complete work and access support if required. Homework EEF: +5 Months</p>	<p>To support some of our most vulnerable and challenging students to be successful within the Academy Acceleration of progress within Oracy and Literacy. Improvement in reading, oracy and comprehension. Extension of vocabulary and general knowledge. Age related books can encourage discussions and understanding of life issues during tutor time and is an extension to PSHE related learning. Staff at the academy are equipped and able to support all students within the academy as seen in QA activities. Impact will be seen in attainment and progress of students. Assessment and reteach opportunities are evident in QA activities. Impact will be seen in attainment and progress of students. Students are able to complete homework and there will be a reduction of the number of PP students on the homework detention list. Overall attainment, progress and confidence of PP students will improve.</p>
<p><b>Total</b></p>			<p><b>Total Catch Up Budget</b></p>
			<p><b>£88,900</b></p>

\*For example, subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support. Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.

Source: EEF COVID-19 SUPPORT GUIDE FOR SCHOOLS



