

COVID-19 catch-up premium report

THE LINK ACADEMY

Date: 25/01/21



1- SUMMARY INFORMATION

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| Academy | The Link Academy | Total number of pupils: | 900 |
| Total catch-up premium budget: | £73,840 | Amount of catch-up premium received per pupil: | |

2- STRATEGY STATEMENT

Learners across the country have experienced unprecedented disruption to their education due to the coronavirus (COVID-19) pandemic. We predict that 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. Schools' allocations of catch-up funding will be calculated on a per pupil basis, providing each learner within the academy with a total of £80 for each learner in all years through to 11.

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 academy year.

EEF supports the use of the following tiered framework:

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| 1- Teaching <ul style="list-style-type: none">– High quality teaching for all– Effective diagnostic assessment– Supporting remote learning– Focusing on professional development | 2- Targeted academic support <ul style="list-style-type: none">– High quality one to one and small group tutoring– Effective deployment of Teaching Assistant– Planning for SEND learners– Option & CEIAG - Support for learners | 3- Wider strategies <ul style="list-style-type: none">– Communicating with and Supporting parents/carers– Access to technology– Supporting learners social, emotional and behavioural needs– Option & CEIAG - Support for parents/carers |
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3- BARRIERS TO LEARNING

BARRIERS TO FUTURE ATTAINMENT

Academic barriers: (issues addressed in school such as low levels of literacy/maths)

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| A | Less-developed behaviours for learning (E,I) Due to lack of positive role models and previous educational experiences, some learners do not demonstrate the basic levels of self-control to allow learning to take place. |
| B | Lack of previous educational achievement (E,I) Prior experiences of learners have led to a negative attitude towards school from both parents/carers and learners. |
| C | Less-developed behaviours for learning (E,I) Due to lack of positive role models and previous educational experiences, some learners do not demonstrate the basic levels of self-control to allow learning to take place. |
| D | Learners adjusting to the new routines and way of learning. |
| E | Adjusting the curriculum, planning and teaching reflecting the gaps caused by lockdown periods. |
| F | Year 7 transition – lack of transition data. |

ADDITIONAL BARRIERS

External barriers: (issues which require action outside school such as home learning environment and low attendance)

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| G | Factors influenced by home life (e.g relationships, young carer, substance misuse) (E). Most families live in disadvantaged areas where there are increased probabilities of safeguarding issues and mental health problems. This barrier will increase due to lock down restrictions. |
| H | Low attendance rates (E) Some parents/carers do not value education or have reduced income. |
| I | Lack of engagement (I, E) Some parents/carers had negative experiences and are likely to not engage in their child's education in a supportive way. |
| J | Lack of devices to access online and distance learning. |

4- PLANNED EXPENDITURE FOR CURRENT ACADEMIC YEAR

I. Quality of teaching for all

| Desired Outcome | Actions | Success Criteria | Cost | Staff Lead | Review Date |
|---------------------------------|--|---|----------------|--|--|
| High quality teaching for all | <ul style="list-style-type: none"> – Training on effective technology for successful blended provision for learners. – Continued development of assessment and feedback. – Additional support for staff Curriculum Team Leaders, Senior Team Leaders and support staff relevant to role and need. – Focused support and development from Lead Director, Directors and Trust Curriculum Associate Senior Leaders. | <ul style="list-style-type: none"> – Effective teaching within blended learning approach. – Effective feedback and assessment. – Confidence in delivery blended learning using new technology. – Continued collaborative curriculum development. – Continued curriculum provision following curriculum maps and SMART curriculum. – Learner engagement sustained/improved. – Improved learner outcome. | £6,300 | Vice Principal (VP) Teaching & Learning (RJO) | <p>At Senior Leadership Team (SLT) meetings.</p> <p>Curriculum Team Leader (CTL) line management meetings.</p> |
| Effective diagnostic assessment | <p>Use of GL assessment.</p> <p>Internal & Externally verified assessments.</p> | Gaps are identified and appropriate support is implemented, tracked, evaluated and amended as and when necessary to facilitate progress. | £5,384 £600 | VP (VHA) Raising Attainment / Assistant Principal (AP) Ethos & Standards (NSZ) | Half-termly & RAG meetings |

| Focusing on professional development and Supporting remote learning | <p>1- Specialist training:</p> <ul style="list-style-type: none"> - Weduc - General overview and bespoke session on the home learning module. - Near Pod – Departmental specific training ‘Exploring Near Pod.’ - Teams/ live lessons – training modules to support production of ‘live’ lessons. <p>2- Teaching & Learning: Maintain focus on developing effective teaching and learning and continued use of Ambition School Leadership CPD.</p> <p>3- Central Team support with tracking engagement/data/attendance.</p> | <ul style="list-style-type: none"> - Effective teaching which uses the most up to date developments and research to support and empower staff to feel confident using new technology. - Lessons remain focused, targeted, and engaging. - Teachers confident in using new technology. - Key staff supported by Central Team develop effective tracking, implementation of new systems, processes and technology. | <p>£4,699</p> <p>£500</p> | (VP) Teaching & Learning (RJO) and Assistant Principal (AP) Ethos & Standards (NSZ) | Half-termly |
|---|--|--|--|---|----------------------------|
| Total budgeted cost: | | | | | £17,483 |
| II. Targeted support | | | | | |
| Desired Outcome | Actions | Success Criteria | Cost | Staff lead | Review Date |
| Intervention programmes | <ul style="list-style-type: none"> - Lead Director and Directors to lead targeted sessions. - Tutors lead focused intervention during Period 6 / weekend sessions/holiday sessions. - Bedrock Literacy Programme. | <ul style="list-style-type: none"> - Learners develop skills, address gaps in knowledge. - Learners demonstrate improved engagement, improved knowledge, confidence in assessment and outcomes. - Improved literacy, increased engagement with reading, and academic vocabulary. | <p>£16,608</p> <p>£1,000</p> <p>£3,345</p> | VP (VHA) Raising Attainment | Half-termly & RAG meetings |

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| High quality one to one and small group tutoring | <ul style="list-style-type: none"> - Appointment of one to one English and Maths Tutors - induction and training. - Develop key focused intervention groups. | <p><u>One to one Tuition:</u> Learners have access to high quality tuition and make accelerated progress.</p> <p><u>Small Group sessions:</u> Learners have access to focused and bespoke sessions to address gaps in knowledge and/or lack of progress.</p> <p>Improved:</p> <ul style="list-style-type: none"> - Attendance. - Engagement. - retrieval and recall. - confidence in assessment. - Outcomes. | £16,608 £5,500 | VP (VHA) Raising Attainment | Half-termly & RAG meetings |
| Effective deployment of Teaching Assistant | <p>Learners Teaching Assistant to provide focused support for targeted learners.</p> <p>Impact monitored and amended following RAG meetings, evaluation of engagement and outcomes of assessment.</p> | <ul style="list-style-type: none"> - Learners develop skills and gaps in knowledge are addressed. -Learners demonstrate improved engagement and confidence. | | SENCO & SLT Link (RJO and DWE) | Bi-weekly line management meetings |
| Planning for SEND learners | <ul style="list-style-type: none"> –Provide small group intervention to help address gaps in knowledge, develop confidence and support learners as appropriate to need using EHCP and academy data. –Specific support using Flash Academy. –Additional planning following reviews of EHCP. | <ul style="list-style-type: none"> - Learners develop skills and gaps in knowledge are addressed. -Learners demonstrate improved engagement and confidence. | £750 | SENCO & SLT Link (RJO and DWE) | Half-termly & RAG meetings |

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| Options & CEIAG - Support for learners | <p>1- Options: Trust wide centralised and consistent approach to the Options process, curriculum model, communication with all stakeholders, supporting documentation and virtual experience.</p> <ul style="list-style-type: none"> - Effective communication with learners providing clarity and consistency of information. - Targeted conversation and support with option choices. - Secure high engagement with virtual experience. - Additional support for Disadvantage learners to break down barriers/preconceptions. <p>2- CEIAG: Senior Career Lead to work collaboratively with academy to ensure learners are supported in choices post Year 11.</p> <ul style="list-style-type: none"> - Introduction to Unifrog software. - Targeted career workshops and webinars. | <p>1-Options:</p> <ul style="list-style-type: none"> - Learners feel confident in making choices. - Learners make the appropriate choices. <p>2- CEIAG:</p> <ul style="list-style-type: none"> - Year 11 learners have had at least one to one interviews. - Additional support as required - Support with application for appropriate next step. - Develop CEIAG capacity in Central Team and at academy level to support learners further. - Unifrog – allow learners to become confident in pursuing next steps in education and training. | £1,600 | SLT (NSZ and RCH) | Half-termly |
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Total budgeted cost: £45,411

III. Wider Strategies

| Desired Outcome | Actions | Success Criteria | Cost | Staff lead | Review Date |
|--|---|---|-------------|--------------------------|--------------------|
| Communicating with and Supporting parents/carers | <ul style="list-style-type: none"> - Food parcels prepared and distributed. - Links with a new food banks and vouchers received. - Resources & stationery. - Website development. - Regular/increased contact with families. | <ul style="list-style-type: none"> - Improved communication. - Remove some existing barriers. - Families feel supported physically and emotionally. - Increased parental engagement. - Increased support of academy strategies. - Increased awareness of who staff are and their role in the academy. | £2,000 | AP (MRO) Student Welfare | SLT Meetings |

