



# COVID-19 Catch-Up Premium Report

## Spending Summary

SUMMARY INFORMATION			
Total number of students funding relates to:	1470	Amount of catch-up premium received per student:	£80
Total catch-up premium budget:	£118,207		

## STRATEGY STATEMENT

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Plume Academy has a range of catch-up priorities, some of which are common to all students and others which apply to a key stage or specific group of students. One of our core priorities for all students is to ensure the mental health and general wellbeing of all of our students. We recognise that substantial periods of isolation can impact a child's mental and physical wellbeing and this, in turn, can impact the progress they make as learners. Additionally, the academy recognises that due to the long-term extend closure of many public places, the cultural capital of all our learners may not have developed at the pace it would have had restrictions to public life been not been in operation. Both of these perspectives were supported by the maiden speech of the Government's new 'Catch-Up Tsar' Sir Kevan Collins earlier this month.

The academy also recognises that learners at key stage three, a third of whom began lockdown in primary school, will require a specific focus in catching-up in the core skills of literacy and numeracy, to ensure that they are able to access all aspects of our rich key stage three curriculum at an intellectual level appropriate to their ages and relative abilities. This statement is also true of all learners with SEND and students eligible for the Pupil Premium Grant, irrespective of age or key stage. It also acknowledges that the changes to key stage two testing mean that there is very little reliable data upon which to ascertain the ability of each child entering Year 7 in September 2021 (as was the case for entry to Year 7 in September 2020).

At key stage four, one of the priorities for our associated learners is to catch-up on any missed subject content in the context of the changes to specification content by Ofqual in consultation with examination boards in response to the extended closure of schools during school closure period one (March-July 2021). The academy also recognises the need for students to (re)acquire appropriate study and revision skills in readiness for a possible summer assessment window.

In support of the development of the mental health, the academy has also employed a full-time counsellor. It will also endorse national initiatives to encourage the promotion of effective mental health and wellbeing. The academy will also allocate a portion of the budget to enable learners of all socio-economic backgrounds to catch-up on vital cultural, educational and extra-curricular experiences that students may be able to participate in again once restrictions to public life are eased, hopefully in the summer term of 2021.

Central to supporting our most vulnerable learners in the progress across the core subjects of English, Mathematics and Science is the employment of full-time catch-up tutors, who, in conjunction with middle and senior and leaders responsible for as well as overseeing these three key areas, will analyse data from assessments and provide targeted intervention sessions to support underachieving learners across all key stages, particularly at key stage four.

The academy will also purchase online intervention programmes to support the development of learners in literacy and numeracy. It will also encourage faculties to bid for appropriate additional resources that will aim to further develop the quality of teaching in these respective learning areas.

## Barriers to Learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	The academy's rate of rapid improvement in Mathematics cannot abate due to the pandemic.
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B	The attainment of boys, whilst in keeping with local and national statistics, is lower than that of girls.
C	Although the gap is narrowing fast, disadvantaged learners and those with SEND, make less progress than their peers, given their relative starting points.

#### ADDITIONAL BARRIERS

##### External barriers:

D	The academy is in a rural setting; there is no train station and easy-to-access cultural opportunities are limited only to those offered in the vicinity.
E	There is a high index of deprivation in some wards served by the academy.

## Planned Expenditure for Current Academic Year

#### Quality of Teaching for all

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Invest in staff training of examination specifications. All staff teaching what is for them a new specification to attend training on that specification, as and when it becomes available.	Staff are able to appropriately implement new courses, and make appropriate amendments to courses in the light of any changes made in response to COVID-19 pandemic. This ensures the most effective use of lesson time.	Long term, strategic planning results in quality first teaching for all – the most effective form of intervention.	All faculties required to amend their short and long term plans in response to changes in examination specifications.  Implementation of climate walks in the Autumn Term to further monitor the Quality of Education and especially, sequencing.	TBA	Termly (£2,000)

Investment in Accelerated Reader for all students at Mill Road Campus.	All students should be able to build core literacy skills both at school and remotely, at a differentiated level that is proportionate to their abilities.	Evidence (Christodoulou) highlights a deterioration in core skills that are essential for students to be able to access the curriculum.	Accelerated Reader will be an integrated part of key stage three lessons, with regular teacher monitoring.  Regular student reading assessments.	TBA/GWI/AKE	Termly (£2,000)
Investment in Hegarty Maths for all key stage 3 and 4 students.	All students should be able to build core numeracy skills both at school and remotely, at a differentiated level that is proportionate to their abilities.	Evidence (Christodoulou) highlights a deterioration in core skills that are essential for students to be able to access the curriculum.	Hegarty Maths is an integrated part of lessons, and a tool for home learning.  Catch-up learning programme and associated timeframe set.	TBA/CPR/NHO	Termly (£1,500)
Implementation of a mastery learning curriculum in Mathematics, including the purchase of mastery learning resources for all year groups.	The curriculum in Mathematics requires revamping and the quality of teaching in this core area further improving (even though there is clear evidence of this being the case since our last Ofsted inspection).	Ofsted inspection (2018) – Mathematics identified as a key area for development.	Appointment of an Assistant Vice Principal in charge of Mathematics has provided key strategic leadership to the area. Curriculum and approaches to teaching have been revamped and the quality of teaching has consequently improved.	TBA/CPR/NHO	Progress in Mathematics is reviewed weekly due to it being a core development area.  (Full expenditure due in 2021-2 academic year)

<p>Cultural Capital Catch-Up Initiative.</p> <p>To provide the opportunity for learners to access a range of cultural opportunities they will have missed out on in school over the past year.</p> <p>Disadvantaged students, and those students identified as being in need of financial support, to be supported in equal and fair measure, especially in terms of being provided with access to opportunities.</p>	<p>A Cultural Capital fortnight will be held at an appropriate time during which, students will have the opportunity to engage in the educational trips and visits that they have missed out on as a result of the ongoing COVID-19 pandemic.</p>	<p>Some wards in Maldon have a significant degree of deprivation. This, coupled with the academy's relative isolation in a rural setting, means that students will have had fewer opportunities to engage in activities that may enhance cultural capital than most.</p> <p>The newly appointed 'Catch-Up Tsar' highlighted the need for catch-up cultural opportunities in his initial address on appointment.</p> <p>A range of in-school and external activities will be planned including:</p> <ul style="list-style-type: none"> <li>- Duke of Edinburgh</li> <li>- Field Trips</li> <li>- Theatre Visits</li> <li>- Museums</li> <li>- Sporting Activities</li> </ul>	<p>There will be a six-month lead in of planning prior to the identified date, with Faculty Leads assisting to plan a wide range of accessible tasks.</p>	<p>TBA/FLs</p> <p><b><u>Total budgeted cost</u></b></p>	<p>Easter 2021</p> <p>(£5,000 – in addition to some Pupil Premium Funding)</p> <p><b><u>£10,500</u></b></p>

Targeted Support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Employment of Advocates in English, Mathematics and Science to assist with identified groups, particularly disadvantaged learners, and those for whom progress is a concern post-lockdown.	Full time employees will provide targeted support in one-to-one and small group teaching sessions with identified groups.	Evidence from the EEF is that students benefit greatly from one-to-one and small group intervention.	The academy has a rigorous line management approach in all faculties, and particularly in our core areas.  A Faculty Leader, or their Deputy, will oversee the work of the individual and strategically identify key students.	TBA/Faculty Leaders	Via line management, weekly.  £80,028  (£53,352 already committed)
Employment of full-time counsellor	The academy received a large number of referrals for counselling following lockdown one – enhanced provision enables us to better meet the emotional needs of learners, thus ensuring they are better placed to learn and catch-up academically.	The attendance of learners with SEMH needs is frequently lower than those without this designation.	Rigorous line-management via SEND Faculty and the AVP for Inclusion.  Regular review of learners accessing counselling services.	OBA/RCL	Via line management, weekly.  (£15,250)

<p>Enhancing the capacity of the SEND Faculty via the creation of new posts as well as the provision of additional training for those colleagues currently in service to meet the additional needs of learners' post-lockdown.</p>	<p>The academy will have an additional qualified SENDCo and senior leader in the SEND Faculty area.</p> <p>The creation of two additional roles – an SEND Administrator and a Supervisor of Teaching Assistants - will add capacity to the SEND Faculty, ensuring that they are further able to respond to their ever-increasing caseload.</p> <p>An Assistant PPG Coordinator will also assist with the increased demand and student eligibility for this service.</p>	<p>There is evidence that appropriately tailored interventions by trained adults can have a striking impact on the capacity of students to improve.</p> <p>The creation of these roles enables Student Progress Managers and members of the SEND Faculty to fully focus on further improving outcomes of our SEND learners.</p>	<p>Funds will be invested in the training and development of SEND Teaching Assistants thus enabling them to perform their roles in an ever-more efficient manner.</p> <p>The SEND Faculty is line managed by one of our Joint Heads of Academy and remains an area of real forensic focus for the academy.</p> <p>The academy will seek regular feedback from SEND parents and carers via its various forums.</p>	<p>OBA/RCL</p>	<p>Weekly via line management.</p> <p>(£17,105 – pro rata payment totals – for remainder of this academic year).</p>
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CAT4 Testing – ensuring a comparative baseline for Year 7 students who otherwise would have very limited data on entry due to the cancellation of Key Stage 2 testing.	Robust and rigorous baseline performance data is developed for our incoming cohort thus enabling the academy to quickly identify learners who are underperforming relative to their raw potential.	There is currently a much more limited range of data than we usually have to determine a students' relative ability.	The data will be used by faculties and subject areas to assess progress and carefully monitored via ongoing SLT-Faculty and Faculty-Subject Leader line management.  This data will also be used to inform the work of the Advocates in English, Mathematics and Science.	TBA/RCL/Faculty Leaders	Via line management meetings as well as via calendared strategic reviews of data entries and assessment checkpoints.  (Paid from a separate budget)
Year 10 into Year 11 Summer School – August 2020 (and possible opportunity for a repeat for current Year 10 pending the length of lockdown three and direction from the Government).	Students in the incoming Year 11 have the ability to catch-up key pieces of work and core learning via participation in a two-week summer school.	EEF – Students benefit from targeted intervention in small groups.	The event will be planned in conjunction with Faculty Leaders, who through their accurate and robust internal data will be able to select a targeted aspect of the curriculum to focus on.  Survey of students and staff to assess impact.	AST	Via Senior Leadership Team Meetings as appropriate.  (£21,000)
Implementation of Year 11 Revision Skills Day	Students in Year 11 will have the opportunity to refine key revision skills in readiness for their examinations in Summer 2021	Students, having been away from the classroom for an extended period, have missed out on the opportunities to refine and enhance examination techniques relative to other cohorts.	We aim for a significant number of students to attend revision programme offered on Saturdays.  Students to be surveyed post-event.	AST/DRO/RCL	October 2020  £1,000
<b>Total budgeted cost:</b>					<b>£107,707</b>
<b><u>Overall total cost:</u></b>					<b><u>£118,207</u></b>

