

# Heybridge Co-operative Academy

## COVID catch-up premium report

---

### COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	135	Amount of catch-up premium received per pupil:	£240
Total catch-up premium budget:	£32,400		

### STRATEGY STATEMENT

At Heybridge Co-operative Academy we believe that all young people are entitled to high-quality, personalised education and that no barrier to learning or aspiration cannot be overcome. We expect our young people to enter adult life with appropriate skills in literacy and numeracy and the resilience to flourish in their chosen career path.

By the nature of our provision, and the recognition of this by Government through higher levels of funding for pupils in AP settings, we consider all of our pupils to be disadvantaged and agree with the following statement:

“Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to those who are disadvantaged.” (Covid-19 Support Guide for Schools – June 2020)

#### **Our school priorities for use of the catch-up premium are:**

- To accelerate progress in core subjects;
- To re-engage those young people who have become disaffected or otherwise distanced from education and learning;

- To ensure the 2020/21 Year 11 cohort have appropriate onward plans from September 2021 and to re-establish expectations for this for subsequent Year 11 cohorts.

**The core approaches we are implementing are:**

- Training staff in a blended approach to learning so that face to face learning in school can be supplemented with online learning opportunities;
- Investment in IT hardware to ensure that all pupils and families have access the necessary equipment and internet access to be able to supplement their learning in school remotely;
- Investment in a range of departmental resources to accelerate progress in all subjects;
- Investment in a range of skills and work based experiences to ensure pupils are adequately prepared for independent adult life.

**The overall aims of our catch-up premium strategy are:**

- To accelerate progress of all pupils to close the gap created by Covid-19;
- To ensure all pupils are adequately prepared for their next step, either a return to mainstream school or their chosen post-16 pathway.
- To ensure that pupils work more effectively at home as well as in school.

## BARRIERS TO FUTURE ATTAINMENT

### Academic barriers:

A	Low levels of literacy and numeracy attainment due to prior disruption to education.
B	Low self-esteem leading to lack of application and/or poor behaviour.
C	

## ADDITIONAL BARRIERS

### External barriers:

D	Limited space and facilities for home learning including access to IT facilities.
E	Low attendance in some cases due to disengagement from education and/or physical distance between home and school.
F	Low aspirations and a lack of cultural capital. Some pupils do not have wide experience beyond school and home life.

## Proposed expenditure

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?
Training staff in use of Google Classroom and the development of a fully blended approach to learning in-school and at home.	Pupils become accustomed to working across school and home both increasing their engagement throughout the week and preparing them for the impact of any future periods of closure.	To facilitate the transition between face to face and remote learning and to build capacity so that all pupils have access to at least 25 hours of provision per week.	<ul style="list-style-type: none"> <li>Monitoring attendance to lessons</li> <li>Feedback from stakeholders including staff, pupils and parents</li> </ul>	JS	On an ongoing basis as a fundamental part of our approach
Total budgeted cost:					£1,000
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?
To invite bids from individual subject areas to purchase resources appropriate to the learning needs of their groups, in particular to support learning at home.	Pupils are properly equipped to be able to access learning in school and at home and as a result we see greater engagement in home learning alongside learning in school.	Gaps in progress caused by school closures can be lessened through individually targeted resources which pupils can access both in school and from home.	<ul style="list-style-type: none"> <li>Progress and data drops</li> <li>Feedback from stakeholders</li> </ul>	TM	Ongoing, as bids are received and approved.

Sourcing, implementing and evaluating a range of external programmes to re-engage pupils with learning and training and prepare them for the next steps in their career plans.	Pupils are re-engaged with learning and engagement with academic work increases as a result.	Pupils need to re-engage with the concept of learning before we can expect them to re-engage with the full range of academic learning.	<ul style="list-style-type: none"> <li>• Completion rate</li> <li>• Feedback from external providers</li> <li>• Feedback from stakeholders</li> </ul>	TM/LJ	Half-termly as part of the regular alternative provision reviews.
Training for three staff to become Mental Health First Aid Champions.	Pupils are well supported with mental health issues to encourage their re-engagement in learning.	Pupils need time to address any mental health or other wellbeing concerns that have arisen over the period of school closure before they can re-engage with academic learning.	<ul style="list-style-type: none"> <li>• Feedback from training providers</li> <li>• Feedback from stakeholders</li> </ul>	ME/TM	On completion of initial training and at the end of each tranche of MHFA support.
Sourcing, implementing and evaluating an external counselling provider to work with targeted young people as the need arises.					
Total budgeted cost:					£10,000
Other approaches					
<b>Action</b>	<b>Intended outcome and success criteria</b>	<b>What's the evidence and rationale for this choice?</b>	<b>How will you make sure it's implemented well?</b>	<b>Staff lead</b>	<b>When will you review this?</b>
Purchase Chromebooks and wireless internet access dongles.	All pupils have the opportunity to access high quality remote learning from home.	By implementing a blended approach to learning, all pupils will have access to suitable equipment and be used to working across school and home. In the event of any further disruption to schooling due to Covid, pupils will be accustomed to this way of working and disruption should therefore be minimised.	<ul style="list-style-type: none"> <li>• Monitoring attendance to online lessons</li> <li>• Feedback from stakeholders</li> </ul>	JS	Termly as part of regular T&L review

					Total budgeted cost: £10,000

#### ADDITIONAL INFORMATION

- Following clarification to government guidance published on 27 April 2021, we intend to retain funding of £11,400 which will roll over to the academic year 2021/22 so that we are able to offer further support into the new year.