



Covid Catch-up Premium

Academy	Oasis Academy Putney
Academic year	2020 - 2021
Total catch up premium amount	£26,916
Number of pupils	207
Guidance	<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
<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p>	<p>The EEF areas used:</p> <p><i>For example</i></p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> • Supporting great teaching • Pupil assessment and feedback • Transition support



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To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

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
Maths	Year group content has been missed and there are gaps in the learning sequences. Baseline formative assessments identify pupils falling behind. The children’s attitude to maths lessons has been positive since returning in September and Head start tests are supporting the recall of basic skills which have suffered. Calculation strategies have been forgotten and are having to be re-taught.
Writing	Children have not written much throughout lockdown and their basic grammar and punctuation skills are lacking. Children generally seem to have lost their motivation and stamina for writing. Children have missed essential lessons in learning how to write and spelling rules, this has led to children working below age related expectations.
Reading	Some children accessed reading during lockdown, but some families did not log onto the reading support or phonics lessons available. Baseline formative assessments showed more of a dip in the lower years, where the reading skills and fluency were not yet secured. Stamina in the assessments was an issue for the children as they have not had to focus for a lengthy amount of time and concentration is vital to improve attainment.
Phonics	Due to Covid19 illness some children have gaps in their knowledge. Time is been given to recover these gaps but it also means that other sounds are not as embedded as they have been in previous years.
Other subjects	There are now significant gaps in knowledge as these and the skills from the National Curriculum have not been taught, meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors.

Planned expenditure on the areas identified by EEF



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Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead/owner	Review date
i. Teaching and whole-school strategies				
<u>Teaching assessment and feedback</u> Teachers have a very clear understanding of what gaps in learning remain and use this to inform their teaching using assessments that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.	Implement the Head Start test Complete termly tests and complete question level analysis to identify gaps to track performance. Pupil progress meetings will ensure that staff have a clear understanding of the gaps in learning and planning is clear and sequenced. Monitoring and smarter working practices – no cost	The Headstart tests have been implemented. These were completed in Autumn. The QLAs were then used to plan for the teaching of gaps through intervention. Unfortunately, the country went into lockdown in January with school only open to key worker and vulnerable children. Lessons were still planned to address gaps and differentiated groups were set up on purple mash. When the academy reopened to all pupils, Headstart papers were then completed to understand the loss in learning during lockdown. These were then analysed and QLAs completed. Interventions were put in place and pre and post teaching was used to maximise learning. In the summer term the Headstart data showed that the gap created by lockdown had started to close for all groups and in most cases had closed and made better progress. (See separate Headstart comparison data).	RH	Termly
<u>Transition support</u> Children who are joining school from different settings or who are beginning their schooling with OAP have an opportunity to become familiar and confident	Parents are spoken to and any issues are addressed before they start. Admissions Officer will liaise with their previous school to ensure we have all the information required for a smooth transition. No	More detailed discussion have been had in the Autumn and Summer terms with parents/carers of new children to identify their emotional and academic needs. Equally there have been more detailed liaisons with the previous school before the children have transferred to ensure smooth transitions. VC has continued to check on children and build strong links with parents/carers. Many parents/carers have commented on the high levels of trust and confidence in the	SK	Termly



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with the expectations before they arrive.	additional cost – asking more in-depth questions – no cost	school. Due to the third Covid-19 lockdown no children transferred in the Spring term 2021.		
ii. Targeted approaches				
<u>1:1 and small group tuition</u>				
Identified children will have daily 1:1 phonics interventions to work on gaps in their learning which will support their learning of reading and improve their fluency.	Phonics / Early Reading Lead (DfE accredited trainer) to train staff in assessing phonics and delivering 1:1 interventions £1000	Before and after school interventions took place. These were keenly taken up. Even with Covid restrictions, as a school we could see how well the children were progressing in their early reading. 90% of children leaving reception at the end of EYFS reach ELG in reading. In December 2020 the year 2 cohort sat the postponed phonics check and as a cohort reach an 98% pass rate.	RH	Termly
Assistant Principal to work with small groups / 1:1 to provide additional targeted support in Maths to address gaps in their learning in Year 4 and Year 2	Assistant Principal to support small group / individuals in English from Spring Term £1000	Academic Mentors were sought but unfortunately could not be accommodated by TF. The Assistant Principal took on this role. The interventions were successful and showed that the gap closed for most groups of children. See separate Headstart Comparisons.	RH	Termly
Additional teacher employed to work with small groups / 1:1 to provide targeted support in English and Maths for those children identified as working below AR	Additional teacher employed to support in the classroom and teach targeted groups of children £23,460	In the Autumn term we had a Teach First teacher who allowed a member of staff to support in Year 2 & Year 3 and give extra input to targeted groups of children. Due to Covid-19 it is difficult to produce data to show the impact in the Autumn term. In the Spring term the school was in the third lockdown and to keep operational had to deploy adults in different ways. Equally due to Covid-19, ECV staff and bubble	JP	Termly



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		closures in the summer term the teachers had to go into class to allow the school to remain operational.		
<p><u>NLP Practitioner Support</u></p> <p>NLP Practitioners support the pedagogy and ensure quality first teaching in all subjects. NLPs work with teachers to focus on identified personal weaknesses and ensure that the effect of lockdown for the children is becoming negated through quality first teaching.</p>	<p>To incorporate the Powerful Action Step program into school. Part of CPD and directed time. - £1,456</p>	<p>PAS has impacted positively to increase effective pedagogy demonstrated in class. The instructional coaching approach has allowed teachers to look objectively at their own practice and listen to the advice and guidance of their peers. The small targeted steps have worked to support 'new to teaching' members of staff and to observe how expert teachers implement pedagogy strategies in their own classrooms. PAS continued throughout lockdown (although it was more challenging, remotely) and the teachers continued to support and guide each other.</p>	RH	Termly

Covid-19 catch-up total

Covid catch up total	£26,916
Actual cost of interventions	£26,916
Cost to academy to add extra opportunity linked to need	0
Total position of funds – impact on academy budget (if any)	If has led to a deficit position