



Ossett Academy Catch Up Premium Strategy 2020-2021

The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so. Whilst principals/headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf. For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs. There is also an allocation of £350 million for a National Tutoring Programme, intended to deliver proven and successful tuition to the most disadvantaged and vulnerable young people.

Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year. The EEF guidance suggests a 3-tiered* approach:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

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

Summary information

School	Ossett Academy		
Academic year	2020-2021	Number on roll (total)	1739
Allocated funding (Catch Up)	£119,520	Number of PP on roll (total)	308

Ossett Academy Vision (KPs)

<p>Key Priority 1 Leading Success Leaders at all levels demonstrate a relentless focus on securing the best possible outcomes for young people across the academy.</p>	<p>Key Priority 2 Achieving Success All students (including identified groups) across all key stages secure at least good outcomes in relation to their starting points</p>	<p>Key Priority 3 Securing Success Teaching, learning and assessment are all highly developed across all subjects and lead to excellent outcomes and progress for all students across all key stages.</p>	<p>Key Priority 4 Developing Success All colleagues are supported to develop their practice and pedagogy through continuous and collaborative high quality professional development and partnerships.</p>	<p>Key Priority 5 Standards for Success All students maintain the highest standards for success across all aspects of academy life.</p>	<p>Key Priority 6 Supporting Success All students are supported to live balanced, healthy lives that are rich with both academic and extra-curricular opportunities.</p>
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Barriers to learning as identified in September 2020

B1	Literacy skills - Gaps in knowledge that have appeared between March and July 2020
B2	Numeracy skills - Gaps in knowledge that have appeared between March and July 2020
B3	Attendance - Maintaining a high attendance % for all pupils is a priority
B4	Teaching and Learning - Understanding T&L strategies within the 'new normal' way of teaching.
B5	Parental engagement - Ensuring parental engagement levels are maintained during the 'virtual meeting' era
B6	Transition - Understanding the ability of our new Year 7 intake without SATS scores
B7	Access to technology and remote learning - Ensuring all students can access online learning at home and that all staff are confident in delivering remote learning
B8	Pastoral - Ensuring our SEND and Disadvantaged pupils are making social, emotional and academic progress following the lockdown period
B9	Gaps in curriculum knowledge – As identified by CTL

Teaching and whole school strategies

Action	Barrier/KP	Intended outcome	Implementation	Staff lead	Review
High quality teaching for all (face to face and remotely)	B4, B7, B9 KP1, KP3, KP4	Expert teachers develop a broad array of teaching strategies that combined with subject knowledge and knowledge of their pupils,	<ul style="list-style-type: none"> Consistent implementation of the Accord classroom in both face-to-face and remote learning. QA process in place both in the Academy and for remote learning. 	ARE/ETA, Lead Teachers and Directors	Review at each data point entry Feedback through QA process

		positively impact upon learning.	<ul style="list-style-type: none"> • CPD to maintain a consistent high standard of teaching and learning. 		2021 outcomes
Effective diagnostic assessment	B1, B2, B9 KP1, KP2	Own assessment approaches to sensitively diagnose the actual impact that Covid-19 school closures may have had on their pupils and subsequent remodelling of curriculum and interventions.	<ul style="list-style-type: none"> • Standardised assessments in literacy or numeracy used to identify pupils who would benefit from additional catch-up support. • Department based plans to adapt the curriculum and teaching following assessment of gaps in learning and external assessment changes for 2021 examinations. • Departmental assessments provide high quality feedback to allow pupils to address misconceptions and make further progress. 	ARE, Lead Teachers, Directors and CTLs	<p>September 2020 for initial assessment</p> <p>Review at each data point entry</p> <p>Feedback through QA process</p>
Supporting Early Career Teachers	B4, B7 KP3, KP4	All Early Career Teachers (NQTs and RQTs) are supported so that gaps in pedagogy caused by Covid 19 lockdown are filled.	<ul style="list-style-type: none"> • RQT programme to include a professional mentor for each RQT from the Senior Leadership Team and regular CPD on gaps in pedagogy identified in Sept 2020. • NQT programme to include subject mentors and frequent CPD. • Regular learning walks from SLT and subsequent intervention. 	ETA	<p>Weekly NQT mentor meeting</p> <p>Monthly RQT professional mentor meeting and half termly RQT CPD</p> <p>Half termly NQT review meeting</p>
Transition support	B1, B2, B6 KP2, KP6	All pupils are supported in their transition from year 6 into year 7. The ability of our year 7 intake is understood without SATs scores so that focused intervention can take place to fill gaps in literacy and numeracy.	<ul style="list-style-type: none"> • Close and regular liaison with primary feeder schools • 1-2-1 transition meetings with identified pupils and parents/carers • Virtual transition programme • Year 7 Student AIM completed with barriers to learning identified along with subsequent actions 	SGI, MSI, JUS	<p>At each data point entry</p> <p>At Directors meetings as agenda item</p> <p>Transition Development Group</p>
Cost					£0

Targeted approaches

Action	Barrier/KP	Intended outcome	Implementation	Staff lead	Review
<i>Year 7 literacy and numeracy catch up programme</i>	B1, B2, B6 KP1, KP2	Ability of our year 7 intake is understood without SATs scores so that focused intervention can take place to fill gaps in literacy and numeracy	<ul style="list-style-type: none"> • Baseline testing of all year 7 pupils in literacy and numeracy. • Intervention cohorts identified for both literacy and numeracy. • Implementation TBC confirmed by Directors of English and Maths 	ETA, MSI, Directors	Internal testing of cohorts At each data point entry At Directors meetings as agenda item
<i>Extension of Literacy Registration Activities to include a 'catch-up' withdrawal group</i>	B1, B6, KP1, KP2	Work scrutinies, testing and student voice show improving security in accuracy and wider Literacy skills. Literacy Registration Activities have opportunities for retesting and these clearly display that this intervention is having an impact.	<ul style="list-style-type: none"> • Small group withdrawal teaching and tutoring is needed to secure gaps that were not secured in whole class Primary teaching. Small scale time-limited interventions are necessary to have a measurable impact. • Robust and rigorous training of the staff involved and regular agreed quality assurance mechanisms will be planned and carried out. • Further monitoring of the impact of PP Literacy Form Activities that inform withdrawal group selection in a time-dependent focused intervention. 	Director of English & Literacy Lead (new in Jan 2021)	Review by Dec 2020 and then termly.
<i>Academic Tutoring</i>	B1, B2, B9 KP1, KP2	To close gaps in knowledge in identified subjects through developing interventions to proactively meet the needs of our learners to ensure a positive P8 score	<ul style="list-style-type: none"> • Identification of pupils through Subject AIMS. • Appointment of academic tutors and matching to identified pupils. • Regular quality assurance of academic tutoring in sessions. • Review of progress through Subject AIMS and subsequent amendment of pupils involved in programme. 	ARE, Directors	At each data point entry and through Subject AIMS At monthly Disadvantaged/Catch Up development group At Directors meetings as agenda item Budget: £86,100
<i>Extended school time Intervention programme</i>	B1, B2, B9 KP1, KP2	To close gaps in knowledge in identified subjects in year 11 through developing interventions to proactively	<ul style="list-style-type: none"> • Period 0 (before school) to run prior to November PPEs to support with revision for exam. 	ARE, CTLs, SLT	After PPEs, at each data point entry and through Subject AIMS

		meet the needs of our learners to ensure a positive P8 score.	<ul style="list-style-type: none"> • Period 6 (after school) to run for targeted pupils and used to close the gap. • Tutor pods to allow students to book an online 20-minute appointment with a teacher to specifically learn a skill or area of the curriculum that is causing them concern. • Study Hall - these are hour-long revision sessions that are supervised at the end of each day for targeted students. 		At half termly intervention development group Budget: £33,420
<i>In School Intervention programme</i>	B1, B2, B9 KP1, KP2	To close gaps in knowledge in Core subjects in year 11 through developing interventions to proactively meet the needs of our learners to ensure a positive P8 score.	<ul style="list-style-type: none"> • Intervention form groups that will allow students to access more curriculum learning time. At several points throughout the year form groups are reviewed to ensure pupils receive additional teaching in key areas. • In certain circumstances where we are concerned that students may not achieve their Maths and English grades we will use PE curriculum time to support learning in these areas. 	ARE	After PPEs, each data point entry and through Subject AIMS
<i>Year 11 targeted SLT strategy</i>	B5, B8, B9 KP2, KP5, KP6	Ensure high quality support provided for those pupils identified as having a 'barrier' to performance via mentoring with a high-profile member of staff with a good prior relationship with the pupils.	<ul style="list-style-type: none"> • Pupils identified by data analysis. • Pairing of pupils and SLT members with an outline plan of support for over the academic year. • Elimination of paperwork to ensure that the interactions are purposeful. 	ETA, SBR	At each DP, review and measure impact. Make changes where necessary.
<i>Pastoral intervention programme</i>	B3, B8 KP1, KP5, KP6	To ensure pastoral support is identified and in place for students needing further pastoral interventions.	<ul style="list-style-type: none"> • Student AIMS used to identify students in need of further pastoral interventions. • Targeted pastoral interventions put in place. 	SGL, GRO, PYLs.	Review and measure impact at each subsequent Student AIM. Adapt interventions where needed.

Subject AIMS	B1, B2, B9 KP1, KP2	To enable the tailoring of intervention to specific subject areas and barriers to ensure a positive P8 score.	<ul style="list-style-type: none"> Regular Core and Subject AIM meetings to challenge/support CLTs and provide guidance for interventions. Clear guidance provided for CTLs and SLT line managers before meeting. Principal and VP to run meetings to ensure consistency. 	ARE	After PPEs, each data point entry and through Subject AIMS
Year 11 PPE exams	B1, B2, B5, B9 KP1, KP2, KP5	Provide accurate data to allow identification of gaps in knowledge to ensure that intervention outlined above is timely and targeted.	<ul style="list-style-type: none"> Two sets of PPEs for year 11 Clear communication with pupils and parents/carers re: expectations and arrangements. Parental engagement events to link to each PPE (see 'Wider Strategies' section below) Subject AIMS to follow PPEs to ensure intervention is timely and targeted. 	ARE	After each set of PPEs
Cost					£119.520

Wider strategies					
Action	Barrier/KP	Intended outcome	Implementation	Staff lead	Review
Supporting Success programme	B5 KP2	Increase parental engagement in supporting their child's progress and understanding of how to help their child succeed.	<ul style="list-style-type: none"> Year 11 Supporting Success' evening in October 2020 to provide range of guidance for support and information about exams and expectations of y11. Second 'Supporting Success' evening for y11 in 2021 to provide a marketplace style event for revision strategies and support for both parents/carers and pupils. 'Supporting Success' evenings planned out for Years 7-10 over the academic year. 	ARE, ETA, ALY	After each event
Access to technology and remote learning for all		To increase engagement in virtual learning	<ul style="list-style-type: none"> To complete an IT access audit for all year groups. To provide IT support for targeted pupils. 	ARE, ETA, ALY, SBR	October audit Review of IT impact
Out of school support programme	B1, B2, B9 KP1, KP2	To close gaps in knowledge in subjects in year 11 through out of school interventions to	<ul style="list-style-type: none"> Easter and Half-term Virtual School - Identification of targeted pupils following Subject AIM and PPEs for involvement 	ARE, KBU	After PPEs, each data point entry and through Subject AIMS

		proactively meet the needs of our learners to ensure a positive P8 score.	<p>in Easter out of school support programme.</p> <ul style="list-style-type: none"> • Identification of targeted pupils following Subject AIM and PPEs for involvement in Spring Bank out of school support programme. • Clear communication to pupils and parents/carers to ensure high take up of both programmes. 		
Cost					£0