

COVID Catch-up Premium Report

COVID catch-up premium spending: summary

Total number of pupils:	1,002
Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£80,040

STRATEGY STATEMENT

At Westbourne Academy, we are inclusive and we ensure that we support all students to achieve their academic potential regardless of ability and their starting points. We are aware of the impact of Covid-19 on our school community and we need to ensure that we support our students through a variety of different ways. Our current Year Eleven have missed up to six months of their GCSE studies and it is vital that we support them as much as possible with their knowledge and understanding of the curriculum as well as their study skills including effective revision. However, we also know that there are other students with gaps in learning in other year groups and it is important that we ensure that we address these gaps now to ensure that students do not fall further behind. Through our strategy, we ensure that we provide support for the basic skills which are needed in all areas of life – literacy and numeracy. Covid-19 has also had an impact on the social, emotional and mental wellbeing of students and it is imperative that we take steps to address these through targeted interventions. At Westbourne, every child matters and we will do our utmost to ensure they achieve.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Literacy skills. A high percentage of students arrive at Westbourne below expected standards at KS2. Reading is the major issue and we have students who have issues with skills such as inference and deduction. Low Literacy skills can impact on the performance and progress in subjects such as English and Humanities.
B	Numeracy skills. Likewise, we have a high percentage of students who arrive at Westbourne below expected standards. We have some students who struggle with basic addition and subtraction. Low Numeracy skills can impact on the performance and progress in subjects such as Maths and Science.
C	Gaps in knowledge that have happened between March and July 2020 due to Covid-19. We need to ensure that gaps are identified and addressed.
D	Revision. KS4 students struggle with learning how to revise effectively and need support with metacognitive strategies.

ADDITIONAL BARRIERS	
External barriers:	
E	Access to online learning. Through the lockdown, several students were unable to access online learning due to lack of devices or lack of Wifi.
F	Wellbeing. Covid-19 has had an impact on student wellbeing and we need to address this through offering different support programmes in school.

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?
<p>To establish an onsite assessment programme to identify gaps in learning</p> <p>Barrier – C Year Groups – Years Seven to Ten</p>	<p>Through use of our internal CLASH data, we will be able to identify students who are at risk of underperformance or who are currently underperforming across subject areas. Students will be assessed using the GL Assessment package to identify areas of need.</p>	<p>GLS are a well renowned and proven provider with research based and evidence based impact projects that target closing the gap for disadvantaged learners. Through applications such as 'Progress Tests English and Maths', we can identify students' areas of need and then implement appropriate interventions for students, both in the class and via withdrawal interventions.</p>	<ul style="list-style-type: none"> - Ensure subject Co-ordinators in English, Maths and Science have full access to programme and provide training for their teams. - Use of exams officers to develop on site programme in conjunction with RHa/MAb. - Ensure impact / process is embedded into department EIPS and part of the termly standards boards meetings. 	RHa/MAb/CWa	<p>Half Termly</p> <p>January 2021</p> <p>March 2021</p> <p>May 2021</p> <p>July 2021</p>

<p>To establish a Period Six timetable to support Year Eleven students.</p> <p>Barriers - C/D Year Groups – Year Eleven.</p>	<p>Through use of internal CLASH data and analysis of PRE results, we will be able to identify students who are at risk of underperformance or currently underperforming.</p> <p>Looking at the data after each data drop will allow us to see the progress which has been made.</p>	<p>With the ‘lost learning’ during lockdown, we will be providing dedicated period six lessons where students can catch up on key concepts.</p>	<ul style="list-style-type: none"> - Students to be identified through internal data after each data drop. - RHa to timetable period six. - Data to be analysed after each data drop to ascertain whether progress has been made. 	<p>RHa</p>	<p>February 2021 April 2021 May 2021 July 2021</p>
<p>To implement revision strategies through day to day teaching and also by a short four week programme for students who need the extra support.</p> <p>Barriers – C/D Year Group – Years Ten and Eleven</p>	<p>In previous years, our students have struggled with revision techniques. Through implementing techniques during lessons, we can ensure that students are having ample opportunities to practice and learn the techniques.</p> <p>Data from assessments and</p>	<p>EEF guidance states that metacognition strategies can have an impact of seven months on a student’s academic progress.</p>	<ul style="list-style-type: none"> - Provide resources and strategies for staff. - Creation of Success bags for all students. - Delivery of programme for identified students using trained TAs. 	<p>RHa/MAb/CWa</p>	<p>February 2021 April 2021 May 2021 July 2021</p>
Total budgeted cost:					<p>£2,500</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?
<p>To implement 'Fresh Start Phonics' for identified students in Years Eight and Nine who are significantly below their reading age.</p> <p>Barriers – A/C Year Groups – Years Eight and Nine.</p>	<p>All students on the programme will make at least six months progress with their reading as evidenced by the regular testing of reading ages.</p>	<p>EEF guidance shows that it is a promising project with at least four months progress. Our own use of phonics has shown a positive impact with 73% of students, prior to lockdown, returning to mainstream reading ages.</p>	<ul style="list-style-type: none"> - We have development days from Fresh Start where the trainer analyses our work/plans and gives feedback. - AJo is a trained Reading Leader and can support others delivering the programme through observation and coaching. - Students will be baselined at the start of the programme and then at regular intervals to ascertain progress. 	<p>MAb/AJo</p>	<p>February 2021 April 2021 May 2021 July 2021</p>

<p>To implement 'Catch Up Literacy' as an intervention, for students who are approximately a year below their reading age.</p> <p>Barriers – A/C Year Groups – Years Seven to Nine</p>	<p>All students on the programme will make at least six months progress with their reading as evidenced by the regular testing of reading ages.</p>	<p>Catch Up has been trialled as an intervention by EEF. We have had pleasing results with students achieving an increase on average of nine months with their reading.</p>	<ul style="list-style-type: none"> - Our Catch Up staff are working through accreditation qualifications and some have passed Level One already. - As part of their role, staff are coaching and observing each other to ensure that effective practice is happening. - Students will be baselined at the start of the programme and then at regular intervals to ascertain progress. 	<p>MAB/LPe</p>	<p>February 2021 April 2021 May 2021 July 2021</p>
<p>To implement 'Catch Up Numeracy' as an intervention, for students in Years Seven to Nine who are struggling with the basic concepts such as addition and subtraction.</p> <p>Barriers – B/C Year Groups – Years Seven to Nine.</p>	<p>All students on the programme will make at least nine months progress as evidenced by the regular testing of Sandwell Numeracy Test.</p>	<p>Catch Up Numeracy has been trialled as an intervention by EEF. We have had some excellent results with students regularly increasing their number age by twelve months or more.</p>	<ul style="list-style-type: none"> - Our Catch Up staff are working through accreditation qualifications and some have passed Level One already. - As part of their role, staff are coaching and observing each other to ensure that effective practice is happening. - Students will be baselined at the start of the programme and then at regular intervals to ascertain progress. 	<p>MAB/DLg</p>	<p>February 2021 April 2021 May 2021 July 2021</p>

<p>To implement 'Comprehension' programme for students who struggle with skills such as inference and deduction.</p> <p>Barriers – A/C Year Groups – Years Eight and Nine.</p>	<p>All students on the programme will make at least six months progress with their reading as evidenced by reading test results.</p>	<p>Reading Comprehension is seen as high impact/low cost by the EEF where six months progress can be made. We have developed our own comprehension programme which has had pleasing results with students making a gain of at least twelve months.</p>	<ul style="list-style-type: none"> - Students to be identified through data and liaison with the English department. - Students to be baselined at the start and the end of the eight week programme to ascertain progress. 	<p>MAB/LPe</p>	<p>February 2021 April 2021 May 2021 July 2021</p>
<p>To provide subsidised 1:1 tuition from National Tutoring Programme</p> <p>Barriers – C/D Year Groups – Years Ten and Eleven.</p>	<p>100% of students who have been selected for the programme will make progress as evidenced by data drops. Year Eleven students will achieve their target grades at GCSE.</p> <p>25 students will be receiving 1:1 tuition for a 10 week course.</p> <p>45 students will be receiving 3:1 tuition for a fifteen week course.</p>	<p>EEF guidance states that one to one tuition can have an impact of five months on a student's progress. We can offer subsidised tuition to students who are at most need, according to our internal data.</p>	<ul style="list-style-type: none"> - Students identified through internal data and liaison with team leaders and subject coordinators. - Progress with tuition to be tracked. - Data drops will show evidence of progress. 	<p>MBo/RHa</p>	<p>February 2021 April 2021 May 2021 July 2021</p>

<p>To implement a self esteem unit to boost confidence and aspirations of Year Nine.</p> <p>Barriers – F Year Group – Year Nine</p>	<p>100% of students on the programme will have improved CLASH data (our own internal data system) which looks at aspects such as attendance and commitment to learning.</p>	<p>New for 2020 is the six week programme for supporting students who lack self confidence. EEF guidance shows that oral language interventions can have an impact of five months on a student’s progress. This six week programme includes entry and exit assessments.</p>	<ul style="list-style-type: none"> - Students to be identified using CLASH data and from liaison with the Year Nine Pastoral Team. - Entry assessment to take place. - Six week programme to be delivered. - Exit assessment will evidence progress alongside CLASH data from new data drops. 	<p>MAB/SSe</p>	<p>March 2021 May 2021 July 2021</p>
<p>To use Thrive as a means to support social, emotional and mental health.</p> <p>Barriers - F Year Group – Years Seven to Ten</p>	<p>100% of students selected for ‘Thrive’ will make progress as evidenced by the profiling on Thrive but also through our internal CLASH data which focuses on aspects such as attendance and commitment to learning.</p>	<p>EEF guidance states that social/emotional learning can have an impact of four months progress. Through the Thrive assessments, we conducted last academic year, we are seeing students making huge gains in terms of the profiling and also in other aspects of school life.</p>	<ul style="list-style-type: none"> - Students identified through CLASH data and through liaison with the pastoral team. - Individual students are profiled using the assessment framework. - Each student has a bespoke programme. - Students are profiled at regular intervals to ascertain whether these has been progress. - CLASH data will also be analysed to see if there have been any improvements. 	<p>MAB/CCh/ODE</p>	<p>February 2021 April 2021 May 2021 July 2021</p>

<p>To support students to address gaps in learning through targeted revision during school holidays.</p> <p>Barriers -C/D. Year Group – Year Eleven</p>	<p>Identified students will be on track to achieve their targets as evidenced by our internal CLASH data and the GCSE examination results.</p>	<p>Due to the fact that Year Ten lost over six months of learning because of Covid-19, this intervention will support students with curriculum coverage, knowledge and understanding. Students will become more confident with their subject knowledge and this will be evidenced through data.</p>	<ul style="list-style-type: none"> - Team Leaders to identify students who would benefit from the revision sessions. - Timetable of revision sessions to be created. - Data from subsequent data drops to be analysed to ascertain whether progress has been made. 	<p>RHa/MBo</p>	<p>February 2021 April 2021 July 2021</p>
<p>To support students through the introduction of an academic mentor. (Academy will be paying the on costs for the academic mentor)</p> <p>Barriers – C/D/E. Year Group – Years Ten and Eleven</p>	<p>Identified students will be on track to achieve their targets as evidenced by our internal CLASH data and PRE results as well as the GCSE results at the end of the academic year.</p>	<p>EEF guidance states that one to one tuition can have an impact of five months progress on a student’s learning. Small group tuition can have an impact of four months progress on a student’s learning. Identified students will become more confident with subject knowledge and this will translate into better outcomes e.g. internal data will show an improvement.</p>	<ul style="list-style-type: none"> - Training for academic mentor in terms of GCSE specifications etc. - Students identified for extra support. - Either small group or individual tuition is put in place. - Data drops will show the impact of the academic mentor. 	<p>MBo/RHa/MAB</p>	<p>February 2021 April 2021 May 2021 July 2021</p>
Total budgeted cost:					<p>£54,500</p>

Other approaches					
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?
<p>To provide Revision Guides for Year Eleven. Ensure all students have access to paper revision resources and have a sense of ownership.</p> <p>Barriers – C/D. Year Group – Year Eleven</p>	<p>Students become more confident with independent study. Additionally, they allow students to catch up on any 'missed' content. Students will feel more motivated and engaged within lessons.</p>	<p>Revision Guides allow students to have material in an easy to use format. Additionally, if there is a regional or a national lockdown due to Covid-19, students will feel that they are not missing vital learning as they have the materials at home.</p> <p>Departments can also use lesson time to highlight how to use revision guides effectively.</p>	<ul style="list-style-type: none"> - Roll out strategy to take place. - Departments to adapt their planning and delivery of lessons to utilise revision guides within their work. - SWAY document for Year Eleven will highlight the importance of revision guides and how to use them. 	MBo/RHa	Half Termly
<p>To provide Revision Guides for Year Ten. Ensure all students have access to paper revision resources and have a sense of ownership.</p> <p>Barriers – C/D Year Group – Year Ten</p>	<p>Students become more confident with independent study. Additionally, they allow students to catch up on any 'missed' content. Students will feel more motivated and engaged within lessons.</p>	<p>Revision Guides allow students to have material in an easy to use format. Additionally, if there is a regional or a national lockdown due to Covid-19, students will feel that they are not missing vital learning as they have the materials at home.</p> <p>Departments can also use lesson time to highlight how to use revision guides effectively.</p>	<ul style="list-style-type: none"> - Roll out strategy to take place. - Departments to adapt their planning and delivery of lessons to utilise revision guides within their work. - SWAY document for Year Eleven will highlight the importance of revision guides and how to use them. 	MBo/RHa	Half Termly

<p>To provide laptops for students who have no access to digital devices at home.</p> <p>Barriers – E</p> <p>Year Groups – Year Ten and Year Eleven</p>	<p>Through the Covid-19 lockdown, it became apparent that several students did not have the ICT access in terms of devices and WiFi. This immediately disadvantages students from accessing online learning etc.</p> <p>Funding for laptops will help ensure that our most disadvantaged students have ICT access and do not fall further behind.</p>	<p>EEF report on Covid-19 highlights that as ‘all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school’.</p>	<ul style="list-style-type: none"> - Students identified for laptop use in the event of self isolation or local/national lockdown. - ICT delivered to students. - Laptops returned when self isolation/lockdown finishes. 	<p>AOx</p>	<p>Termly report – April 2021 and July 2021</p>
Total budgeted cost:					£23,040

ADDITIONAL INFORMATION
None