

Covid Catch-up Premium

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| <i>Academy</i> | Oasis Academy Longmeadow |
| <i>Academic year</i> | 2020 - 2021 |
| <i>Total catch up premium amount</i> | £22,030 |
| <i>Number of pupils</i> | 118 |
| <i>Guidance</i> | <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 |
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| <ul style="list-style-type: none"> Supporting great teaching <p>Teach First teacher employed in Y3/4 class. This class has the highest level of SEND and disadvantage in the school and very few year 2 and year 3 children accessed face to face learning during the first COVID lockdown the previous academic year. Once the trainee teacher is established this releases our highly skilled and experienced year 3 teacher and English lead to provide reading support and intervention, focussing mainly on years 3 and 4.</p> <p>1:1 Intervention programmes and small group reading support for children in years 4 and 5 focusing on fluency , pace and stamina</p> <p>Cover for class teacher to deliver PIXL strategies 0.5 days per week</p> | <p>The EEF areas used:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> Supporting great teaching Pupil assessment and feedback <p>Targeted approaches</p> <ul style="list-style-type: none"> One to one and small group tuition Intervention programmes |

Covid Catch-up Premium

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| <ul style="list-style-type: none"> • Access to technology <p>From April 2021 every pupil from Reception to Year 6 will be part of the Oasis Horizons Project. They will each be provided with an iPad to support learning inside and outside of the Academy, including during school holidays. This will help to reduce disruption to learning due to any full or partial closures for all children including our most disadvantaged. It will also enable teachers to take full advantage of the most innovative ways of teaching</p> | <p>Wider strategies</p> <ul style="list-style-type: none"> • Access to technology • Summer support |
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Identified impact of lockdown

| Area of need identified | Outline of identified need as identified by the academy – evidence of need |
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| Reading | <p>Children are enthusiastic about reading and enjoy reading and listening to stories with their class. However, during lockdown children missed vital opportunities to read targeted levelled books aloud on a regular basis and many had a limited access to appropriate reading materials. As a result, fluent decoding is now a specific areas of need and is a focus in all year groups. Children have also missed regular opportunities to practise reading high frequency words by sight, basic retrieval and build their vocabulary. These skills are fundamental building blocks and must be re-built as a priority. Lack of practice means that children have lost pace and stamina and their fluency has diminished.</p> <p>The potential for further school closure also necessitates that online resources are made available to ensure all pupils have access to a wide range of reading materials and comprehension tasks in the event of a future lockdown (in line with our remote learning offer).</p> |
| Writing | <p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Handwriting skills and GAPs specific knowledge have suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected; however, those who evidently did not write much have had to work additionally hard on writing stamina and improving their motivation due to the increased challenges they now face in writing fluently.</p> |
| Maths | <p>The teaching and learning of specific content has been missed, leading to gaps in learning that impact on children's ability to access their current year's curriculum. This is reflected in arithmetic assessments, QLAs and work in class. This is particularly true for units of work that are usually covered in the spring and summer terms, including fractions, shape and measure.</p> |

Covid Catch-up Premium

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| | Recall of basic skills has suffered – children are finding it difficult to recall addition facts, times tables and have forgotten once taught calculation strategies. Children are still enthusiastic about maths and lockdown has not affected their attitudes however we need to rebuild their stamina to concentrate and engage in full maths lessons. |
| Access to remote learning | A substantial number of children in the Academy have limited or no access to devices outside of the Academy. This significantly affects their ability to engage with learning opportunities beyond the school day or during periods of disruption due to isolation caused by Covid. This is evidenced through device audits, review of engagement data from online learning platforms and engagement in live and pre-recorded lessons. |

Planned expenditure on the areas identified by EEF

| Desired outcome | Chosen approach and anticipated cost | Impact (once reviewed) | Staff lead/owner | Review date |
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| <ul style="list-style-type: none"> Children in year 3 and 4 rebuild reading fluency, stamina and pace. They develop effective word attack and retrieval skills | <ul style="list-style-type: none"> Intervention and supporting great teaching. Teach First teacher employed in year 3/4 to support teaching and learning and finely targeted, differentiated provision. Once established this releases highly skilled and experienced teachers to provide early reading support and intervention across the Academy <p>£20,080</p> | | EH / HA | Termly |
| <ul style="list-style-type: none"> Gaps are quickly identified and targeted intervention at group and individual level ensures accelerated progress | <ul style="list-style-type: none"> Pupil assessment and feedback 15 x 0.5 day's supply cover to release teacher to deliver PiXL transition package to support focused and targeted teaching of gaps. QLAs used to inform teaching £1,050 (+£2675 PiXL subscription) | | JC / AD | Every 2 weeks through RSM |
| <ul style="list-style-type: none"> Children in year 4 and 5 (NS class) rebuild reading fluency, stamina and pace. | <ul style="list-style-type: none"> Interventions 1 hour HLTA reading support per day for Y4/5 class. Children read 2 or 3 times per week with adult. Support focuses on word attack strategies and | | AD / HA | Termly |

Covid Catch-up Premium

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| They develop effective word attack and retrieval skills | retrieval skills. 12 weeks support (60 hours) at £15 per day. £900 | | | |
| <ul style="list-style-type: none"> All children will have access to high quality teaching and learning within and beyond the Academy | <ul style="list-style-type: none"> Access to technology <p>From April 2021 every pupil from Reception to Year 6 will be part of the Oasis Horizons Project. They will each be provided with an iPad to support learning inside and outside of the Academy. This will help to reduce disruption to learning due to any full or partial closures for all children including our most disadvantaged. It will also enable teachers to take full advantage of the most innovative ways of teaching</p> <p>£2360 academy budget</p> | | CP | July 2021 |

Covid-19 catch-up total

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| Covid catch up total | £22 030 |
| Actual cost of interventions | £ 27 065 |
| Cost to academy to add extra opportunity linked to need | Oasis Horizons Project - £ 2360 PiXL package - £2675 |
| Total position of funds – impact on academy budget (if any) | £5 035 |