

Covid 19 Catch-up Premium

<i>Academy</i>	Oasis Academy Silvertown
<i>Academic year</i>	2020-21
<i>Total catch up premium amount</i>	44362
<i>Number of pupils</i>	378
<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
We have selected the areas set out by the EEF guidance upon which to focus our intervention	<p>The EEF areas used by OAS are:</p> <p>Teaching and whole school strategies:</p> <ul style="list-style-type: none"> • Supporting great teaching • Transition support

Covid 19 Catch-up Premium

	<p>Targeted approaches:</p> <ul style="list-style-type: none"> • One to one and small group tuition • Intervention programmes • Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> • 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
Students require additional support to ensure 100% can read on or above chronological age and at least at age 11	Students were tested at the beginning of the autumn term and 14% are reading below age 11 and require additional intervention to be able to access the curriculum consistently. For many students the amount of reading they completed decreased during the period that schools were closed.
Year 10 moving into Year 11 (GCSE 2021 cohort) require additional teaching and support to prepare for GCSE	Students needed to revisit key concepts in Maths and English in particular, as well as have some aspects of the curriculum re-taught to address any misconceptions. This data was gathered through low-stakes assessments conducted upon the return of Year 10 in June, and through student surveys of these groups.
All students requiring support with core curriculum in English, Maths and Science	Students have a large number of lessons each week in core subjects, and many topics require detailed and secure knowledge of the concepts underpinning them. A need for additional catch up support was identified in low stakes testing completed early in the Autumn Term 2020. In science, students have missed some practical work due to new routines.
Students requiring additional pastoral support to counteract the negative effects of school closure and readjust to academy routines and behaviour / attendance expectations	Students were regularly surveyed during lockdown, offered an optional 1:1 meeting prior to September and a compulsory meeting with parent, student and learning coach took place at the beginning of term 2020. A significant proportion were anxious about returning to learning at school.

Covid 19 Catch-up Premium

Planned expenditure on the areas identified by EEF

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed- This will be end of Spring Term)	Staff lead/owner	Review date
100% of students reading on or above their chronological age	<ul style="list-style-type: none"> Additional teaching staff member deployed in English department to team teach, enabling key groups to accelerate progress, including some low prior attainers, and some mid prior attainers reading below chronological age 		Principal Assistant Principal SENCO HOD English	March 2020
Year 10 moving into Year 11 (GCSE 2021 cohort) receive additional teaching and support to prepare for GCSE and are on track for their targets by April 2020	<ul style="list-style-type: none"> Year 11 Summer School- focus on core (End July, 2020) Academic Mentor - Science(Teach First) appointed from January 2021 Small group maths tuition for year 11 students to develop confidence in applying concepts 		Principal, Deputy Principal, Year 11 Achievement Lead, HODs	March 2020
All students performing at least in line with expectation in English, Maths and Science	<ul style="list-style-type: none"> Academic Mentor - Science(Teach First) appointed from January 2021 Additional Capacity (1 teacher) in English for first half of academic year- enables team teaching and small group intervention Appointment of additional Teachfirst MFL teacher, providing additional small group and 1:1 intervention for beginners in English 		Principal, Academy Leadership Team, HODs	March 2020

Covid 19 Catch-up Premium

<p>Students adjust quickly back into routines. Behaviour and attendance standards are very high, with zero fixed term exclusions.</p>	<ul style="list-style-type: none"> • Appointment of additional Teachfirst MFL teacher, and additional English teacher to support release of ALT at key points in the day to monitor transitions, respond to safeguarding concerns, circulate communal spaces and provide drop in support to staff when working with or teaching students. 		<p>Principals, Academy Leadership Team, Attendance Officer, Deans, HODs</p>	<p>March 2020</p>
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Covid-19 catch-up total

Covid catch up total	44362
Actual cost of interventions	44362
Cost to academy to add extra opportunity linked to need	N/A
Total position of funds – impact on academy budget (if any)	N/A