



COVID catch-up premium report

COVID catch-up premium spending: summary

Total number of pupils:	873
Amount of catch-up premium received per pupil:	£79.95
Total catch-up premium budget:	£69,800

STRATEGY STATEMENT

The Hathaway Academy Catch Up Premium Strategy looks to prioritise student learning, understanding and securing of key knowledge and skills across all Year Groups and all subjects with the key focus on gaps analysis as well as targeted and supportive intervention to promote individual resilience. This will be achieved by providing students and staff with the additional resources and time both within the classroom and outside of the classroom to tackle delayed progress and low motivation caused by COVID 19 school closures. By using approaches such as GLS Subject Specific student assessment, tracking and monitoring software across all year groups in English, Math's and Science teachers will be able to provide all students with detailed "gaps" analysis, provide suitable intervention and make the difference in lessons throughout the duration of the academic year. In addition, the utilization of external provision packages in particular at Key Stage 4 such as My Tutor and Impress The Examiner to increase the rates of progress for targeted groups of students and classes will provide the opportunity for rapid and sustained progress in many GCSE Subjects. The provision of specific, relevant and personalized revision materials and resources at Key Stage 4 will also help to promote individual study skills, resilience and provide students with ownership and a sense "being" part of the achievement journey. The overall aim of The Hathaway Academy Catch Up Premium Strategy is to reduce the gap between disadvantaged and their peers whilst also raising the attainment of all pupils reversing the gap created by COVID-19 school closures.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Low level of Literacy on entry to Year 7. This reduces the performance and progress in subjects such as English and Humanities as well as reading.
B	Low level of Numeracy on entry to Year 7. This reduces the performance and progress in subjects such as Maths and Science.
C	
ADDITIONAL BARRIERS	
External barriers:	
D	Low level of student aspiration and lack of cultural experience. This can result in lack of motivation / desire to achieve in subjects.
E	Attendance rates for pupils eligible for PP are low. This reduces their learning hours and causes them to fall behind in their educational milestones.
F	Access to remote learning during school closure including engagement in home learning / independent study.

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?
GLS - Core English, Maths, Science - Year 8, 9, 10 – Assessments, Tracking Software and Reporting Package (£13,100)	All students in Year 8-10 have a methodical and comprehensive package of support in English, Maths and Science that identifies gaps in learning, provides targeted intervention and increases knowledge and skills rapidly. Through robust tracking and effective teacher monitoring students make the required progress and catch up in the core subjects of English, Maths and Science.	GLS are a well renowned and proven provider with research based and evidence based impact projects that target closing the gap for disadvantaged learners. The Year 7 GLS assessment software and reporting package has been highly effective in previous academic years in identifying gaps and barriers to learning and supporting staff and students to close them. The intention is to replicate this model with all other year groups so that there is a consistent approach from all core subjects in raising student attainment.	<ul style="list-style-type: none"> - Replication of current Year 7 model and previous models from previous academic years that were successful. - 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 replicate current practice with Year 7s across all year groups. - Ensure impact / process is embedded into department EIPS and part of the termly standards boards meetings. 	KDe / KHn / NGz / SHI/ CTI	Half Termly January 2021 March 2021 May 2021 July 2021
Total budgeted cost:					£13,100

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?
My Tutor – 20 PP Students Year 11 – 10 Session Programme using 1:1 model. Targeting English / Maths (£6000)	100% Attendance by 20 PP Students, making use of academy computer suite and supervised staff sessions to receive top quality high impact 1 to 1 tuition in English / Maths. Improved progress and attainment for targeted PP students in the basics.	My tutor are reputable company with high impact evidence studies including previous academic year within academy as evidenced by programme led by KDe. 1 to 1 tuition once a week for 10 weeks has a marked impact on student engagement, confidence and attainment in relevant subjects.	<ul style="list-style-type: none"> - Replication of previous model, students targeted, communication clear with home and all access provided within the academy. - Removal of all barriers to access and attendance. - Use of subject teachers/Co-ordinators to ensure the right PP students are targeted. 	KDe	Every week, e.g. attendance, attitude to sessions, knowledge etc.

<p>My Tutor – 20 PP Students Year 10 – 10 Session Programme using 1:1 model. Targeting English / Maths (£6000)</p>	<p>100% Attendance by 20 PP Students, making use of academy computer suite and supervised staff sessions to receive top quality high impact 1 to 1 tuition in English / Maths. Improved progress and attainment for targeted PP students in the basics.</p>	<p>My tutor are reputable company with high impact evidence studies including previous academic year within academy as evidenced by programme led by KDe. 1 to 1 tuition once a week for 10 weeks has a marked impact on student engagement, confidence and attainment in relevant subjects.</p>	<ul style="list-style-type: none"> - Replication of previous model, students targeted, communication clear with home and all access provided within the academy. - Removal of all barriers to access and attendance. - Use of subject teachers / co-ordinators to ensure the right PP students are targeted. 	<p>KDe</p>	<p>Every week, e.g. attendance, attitude to sessions, knowledge etc</p>
<p>My Tutor – 20 PP Students Year 9 – 10 Session Programme using 1:1 model. Targeting English / Maths (£6000)</p>	<p>100% Attendance by 20 PP Students, making use of academy computer suite and supervised staff sessions to receive top quality high impact 1 to 1 tuition in English / Maths. Improved progress and attainment for targeted PP students in the basics.</p>	<p>My tutor are reputable company with high impact evidence studies including previous academic year within academy as evidenced by programme led by KDe. 1 to 1 tuition once a week for 10 weeks has a marked impact on student engagement, confidence and attainment in relevant subjects.</p>	<ul style="list-style-type: none"> - Replication of previous model, students targeted, communication clear with home and all access provided within the academy. - Removal of all barriers to access and attendance. - Use of subject teachers / co-ordinators to ensure the right PP students are targeted. 	<p>KDe</p>	<p>Every week, e.g. attendance, attitude to sessions, knowledge etc</p>
Total budgeted cost:					<p>£18,000</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?
Provision of CPG Revision Guides – Year 11 = 7 Subjects Each to ensure all students have access to paper revision resources and have sense of ownership. (£5811)	Students have increased confidence in independent study, students fears of “missed” content are reduced, higher level of engagement in lessons and increased attainment in particular with knowledge based questions.	Student voice at Key Stage 4 highlighted a request for detailed revision material in easy to use format. Students felt that this way the missed time in COVID 19 school closures was not as “daunting”. Teacher feedback from Key Stage 4 return to lesson evidenced that having access to revision guide in lesson and at home boosted engagement and confidence in learning.	<ul style="list-style-type: none"> • Ensure comprehensive roll out strategy. • Co-ordinators and teachers to adapt planning and delivery to utilise resource. • Promotion and engagement with parents to highlight the reduction in access requirements if used well. 	KDe / Coordinators	Half Termly
Provision of CPG Revision Guides – Year 10 = 6 Subjects Each to ensure all students have access to paper revision resources and have sense of ownership. (£4800)	Students have increased confidence in independent study, students fears of “missed” content are reduced, higher level of engagement in lessons and increased attainment in particular with knowledge based questions.	Student voice at Key Stage 4 highlighted a request for detailed revision material in easy to use format. Students felt that this way the missed time in COVID 19 school closures was not as “daunting”. Teacher feedback from Key Stage 4 return to lesson evidenced that having access to revision guide in lesson and at home boosted engagement and confidence in learning.	<ul style="list-style-type: none"> • Ensure comprehensive roll out strategy. • Co-ordinators and teachers to adapt planning and delivery to utilise resource. • Promotion and engagement with parents to highlight the reduction in access requirements if used well. 	KDe / Coordinators	Half Termly

Provision of CPG Revision Guides – Year 9 = 3 Subjects Each to ensure all students have access to paper revision resources and have sense of ownership. (£2857)	Students have increased confidence in independent study, students fears of “missed” content are reduced, higher level of engagement in lessons and increased attainment in particular with knowledge based questions.	Student voice at Key Stage 3 highlighted a request for detailed revision material in easy to use format. Students felt that this way the missed time in COVID 19 school closures was not as “daunting”. Teacher feedback from Key Stage 3 return to lesson evidenced that having access to revision guide in lesson and at home boosted engagement and confidence in learning.	<ul style="list-style-type: none"> • Ensure comprehensive roll out strategy. • Co-ordinators and teachers to adapt planning and delivery to utilise resource. • Promotion and engagement with parents to highlight the reduction in access requirements if used well. 	KDe / Coordinators	Half Termly
Contingency to cover rising operational costs to keep academy open 10%. (£6980)	N/A	N/A	N/A	N/A	N/A
Replacement of Year 7 Catch Up Fund (18,252)	N/A	N/A	N/A	N/A	N/A
Total budgeted cost:					£38,700 £69,800

ADDITIONAL INFORMATION

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