

## Catch-up premium: Coronavirus (COVID-19) strategy statement – Alec Hunter Academy

1. Summary information			
School	Alec Hunter Academy		
Academic Year	2020/21	Total CUP budget	£72,720.

2. Introduction			
<p><b>Use of funds</b></p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way. This could include for example: small group or one-to-one tuition (particularly through the National Tutoring Programme), summer programmes to help re-engage pupils, or extra teaching capacity from September.</p>			
<p><b>The EEF recommends the following targeted support:</b></p> <ul style="list-style-type: none"><li>- One to one and small group tuition</li><li>- Intervention programmes</li><li>- Extended school time</li></ul>			
<p><b>The EEF also recommends the following wider support:</b></p> <ul style="list-style-type: none"><li>- Supporting parents and carers</li><li>- Access to technology</li><li>- Summer support</li><li>- Supporting pupils' social, emotional, and behavioural needs</li><li>- Plan for pupils with SEND</li></ul>			
<p>The EEF also recommend that interventions include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. These interventions should be carefully targeted through identification and assessment of need and the intensity should be monitored. Some pupils may make quick gains as they return to school full time, so assessment needs to be monitored - in a manageable fashion - over time.</p>			

Planned Actions					
Academic year	2020/21				
i. Interventions					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead/Cost	When will you review implementation?
Y7 -10 who require post-COVID lockdown support are making better progress in English and Maths.	Additional Maths and English sessions after the end of the school day, tailored for students identified as requiring additional support in English and Maths through TLC Live and the NTP	<ul style="list-style-type: none"> <li>Positive impact of tuition in previous years for LAC students at AHA. The sessions are well structured and planned.</li> <li>EEF recommends this strategy.</li> </ul>	ICT barriers are removed by providing laptops when required, as the tutoring is online. Ensure good communication with families. Ensure NTP approach is adhered to.	DHT £3,000	Engagement and progress reviewed July 2021
Provide focused support for selected Y10 students in Maths and English to fill knowledge gaps at GCSE.	Use overstaffing in English and Maths to provide additional lesson time during the timetabled day.	<ul style="list-style-type: none"> <li>EEF recommends this strategy.</li> <li>Students respond well to specialist English and Maths teachers who can target knowledge gaps, build confidence and accelerate academic progress.</li> </ul>	Careful selection of the students and ensure they are happy to forego PE and L4L lessons.  Good contact with parents to gain parental engagement and support.	DHT, LPA, TGR, JST £25,000	Progress reviewed July 2021

Ensure that students can fully engage in the curriculum despite Covid related H and S restrictions.	Pay overtime to technician staff to ensure that equipment is cleaned and ready for use.	<ul style="list-style-type: none"> <li>Evidence suggests that students will catch up academically if they are able to return quickly to the full range of school experiences, in addition to academic studies.</li> </ul>	HOCAs will sign off overtime and ensure Covid safe standards are met.	HOCAs and LG links £6,000	Termly review of measures and their suitability in relation to the Covid Risk Assessment
Ensure lack of IT equipment is not a barrier to online during lockdowns and period of isolation.	Additional keyboards, mouse, and laptops acquired for pupils.	<ul style="list-style-type: none"> <li>Laptops will enable pupils to access lessons and resources and level up the ability of students from all background to access high quality learning.</li> </ul>	Protocols established by DHT for priority allocation and ICT team to establish a booking out system.	DHT and AHT Safeguarding (funded separately through Govt scheme and charitable donations)	Laptop allocation will be evaluated in July 2021
Psychological impact on AHA students of Covid 19 pandemic is not a barrier to learning and rapid academic progress	Counselling support for pupils through Andrew's Shed made available through referrals by SSLs and Safeguarding lead. Use 'Reprezent' designed by the LA to provide mental health support for all students.	<ul style="list-style-type: none"> <li>Evidence suggests that counselling will reduce pupil anxiety and aid focus and concentration.</li> <li>LA programme researched and designed in conjunction with mental health professionals.</li> </ul>	The Safeguarding Lead will manage the therapeutic team and student referrals.	AHT Safeguarding £11,345	Students will complete a questionnaire at the start of an 8 week intervention and the questionnaire will be repeated at the end of the sessions to measure impact. These are reviewed on an ongoing basis.

<p>The curriculum maximises opportunities for students to catch up and make strong progress post Lockdown.</p>	<p>HOCAs to review schemes of work and restructure to allow for the lost learning.</p>	<ul style="list-style-type: none"> <li>Evidence from NZ following periods of lost learning after an earthquake suggests that students can catch up quickly following prolonged periods of absence</li> </ul>	<p>HOCAs submit plans to DHT and LG links and implementation is monitored through the year.</p>	<p>HOCAs and LG links</p>	<p>HOCAs will write Progress Reports on student progress following termly data drops.</p>
<p>Ensure that students have the resources to catch up on lost learning independently.</p>	<p>DHT to provide funds for online and paper-based resources that students can be directed to for independent learning.</p>	<ul style="list-style-type: none"> <li>Revision guides are well used and popular amongst our students and allow them to work independently at home and during tutorial times, when appropriate to do so.</li> <li>Research also indicates that online learning platforms such as Tassomai and Sam Learning can accelerate progress and help learners achieve high grades at GCSE.</li> </ul>	<p>HOCAs will be able to bid for resources, highlighting the impact they expect to see as a result.</p>	<p>HOCAs and LG Links £16,580</p>	<p>The Impact of these resources will be evaluated alongside other strategies in subject progress reports following regular data drops.</p>
<p>Additional resources allow for the delivery of 'live lessons' for students and teachers who are isolating.</p>	<p>AHT to purchase high quality webcams with speakers, for all teaching staff to use in school or at home, as required.</p>	<ul style="list-style-type: none"> <li>Engagement in live lessons has proven to be far greater than engagement in pre-set assignments. Live lessons builds on the relationship students have with their teachers and allows the learning to be interactive.</li> </ul>	<p>AHT will write policies and procedures for the safe use of webcams for online teaching.</p> <p>guarding will put in place Safeguard.</p>	<p>AHTs and HT £1,000</p>	<p>A reduction in the number of lessons set as assignments and an expectation that teachers will deliver live lessons when going through periods of isolation.</p>

SEN students are able to access the curriculum and catch-up lost learning.	SENCO to ensure that literacy, numeracy and S and L intervention is set up for Y7-9 SEN students.	<ul style="list-style-type: none"> <li>Pre and Post assessment evidence from previous interventions shows that SEN intervention has had a positive impact on learning.</li> </ul>	SENCO will ensure that these interventions take place safely in cohort bubbles.	SENCO and DHT £9,795	Post- intervention data demonstrates progress in reading, numeracy and S and L skills
Targeted Y6 students can access English, Maths and enrichment sessions during the Summer vacation to support transition to the KS3. curriculum.	DHT to set up sessions in collaboration with partner primary schools.	<ul style="list-style-type: none"> <li>The EEF and Government advice recommends summer school transition provision as a valuable Catch-up strategy.</li> </ul>	DHT will co-ordinate the provision and monitor implementation by ensuring senior staff are present each day.	DHT (Funded separately)	Summer school student and parent evaluations suggests families have benefited from the provision.
<b>Total budgeted cost</b>					<b>£72,720</b>

