

Somercotes Academy Catch-Up strategy Statement 2020-21 This statement details our school's use of the Catch-Up Funding for the 2020 to 2021 academic year funding to help to mitigate the impact of Covid-19 on students and staff.

It outlines our Catch-Up Strategy, how we allocated the funding in the academic year 2020-21 and the effect that last year's spending of Catch-Up Funding had within our school.

School overview

Detail	Data
School name	Somercotes Academy
Number of pupils in school in this funding window	423
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that this Catch-Up Funding strategy plan covers	2020-21
Date this statement was published	Strategy initially published in March 2021
Date on which it will be reviewed	November 2021
Statement authorised by	Mrs F. Green
Catch Up Funding lead	Mr E Hughes-Jones
Governor / Trustee lead	

Funding overview

Detail	Amount
Catch-Up Funding allocation 2020-21	£33,840

Part A: Catch-Up Funding strategy plan

Statement of intent

The Academy believes in an evidence-based approach to mitigating the impact of Covid-19 felt by staff and students throughout the pandemic. The Education Endowment Fund has published a document entitled “The EEF Guide to supporting School Planning: A Tiered approach to provide guidance on how Academies can respond to the current situation”. The research which underpins this document and the findings presented within it form the basis of the Academy’s approach.

The document proposes a tiered model that focuses upon high quality teaching, targeted academic support and wider strategies to aid school leaders’ existing school improvement planning efforts. As a result, the strategies proposed in this document will focus upon these three tiers.

The actions outlined within this document are intended to highlight how Covid Catch-up Premium funding has been utilised and are not an exhaustive list of all the actions currently in place to prioritise students and the work that is in place to mitigate the impact of the pandemic at the Academy.

Tier 1 – High Quality Teaching for All

All research evidence indicates that great teaching is the most important tool in improving student outcomes. Whilst lockdowns and Covid restrictions have created additional barriers to ensuring consistent high-quality teaching in the classroom (and in remote learning), the Academy has worked to continue to prioritise this aim. Drawing on EEF research and our understanding of pedagogy, the Academy chose to focus upon assessment, metacognition and self-regulation, early teacher development, staff mental health. Each of these areas addresses an identified barrier to consistent strong teaching in the Academy. We know that high-quality assessment for all students is essential to great teaching, helping teachers to understand what students have learned and more precise targeted diagnostic assessments can support this process by helping teachers to monitor student progress, particularly as they recovered any lost learning. EEF research highlights the effective of cognitive and metacognitive strategies and these were already an identified focus for Academy development. The Academy was also very aware of the importance of supporting staff, especially those at the start of their careers in order to ensure consistent high quality teaching. Focused spending on improving teaching included additional training and support for early career teachers in particular and additional support for all staff wellbeing.

Tier 2 – A Targeted Academic Approach

Prior experience in the Academy and EEF evidence consistently shows the positive impact that targeted academic support can have, particularly those students with identified gaps in their knowledge or skills. The Academy chose to prioritise targeted tutoring, initially through use of NTP tutoring in Maths (both face-to-face and virtual) and then through targeted face-to-face small group and individual sessions in English, Maths, French and the wider curriculum using existing classroom teachers, teaching assistants and recent trainees. Additional resources were also purchased to support targeted groups of students including revision materials and study guides as well as practical equipment to enhance engagement in a range of subjects.

Tier 3 - Wider strategies

For wider strategies, the Academy identified the particular barriers to success for our students. These included the impact of lockdown on emotional and mental health, low literacy levels, a lack of self-regulation and metacognition strategies for learners of all abilities, lack of aspiration and wider opportunities and, for a number of students, reduced physical activity. Strategies were put in place to support students in addressing these areas, including sourcing some targeted provision for external providers.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Inconsistent student experiences of learning, due to lockdown and varying access to technology during remote learning has resulted in gaps in skills and knowledge.
2	Teachers, including Early Career Teachers have had reduced classroom experience and incomplete training, potentially leading to gaps in skills and knowledge and / or reduced confidence in the classroom.
3	The pandemic and its resulting impacts Covid have impacted upon teacher and student wellbeing.
4	The existing assessment system is based around fixed point data captures which make it more difficult to gain a holistic view of student progress.
5	There is a lack of understanding of self-regulation and metacognition strategies by staff and students in the Academy, and, therefore, these are not used to their full benefit.

6	Students perform less well in Maths than English in all years in the Academy and can lack confidence with mathematical concepts. Many students historically enter the Academy with below average numeracy skills. Lack of KS2 assessments in July 20 makes it more difficult to precisely identify these students for early intervention.
7	Many students enter the Academy with poorer reading ages than their chronological ages. Lack of KS2 assessments in July 20 makes it more difficult to precisely identify these students for early intervention.
8	Some students (particularly those in receipt of the Pupil Premium) do not have the necessary resources in order to catch up on missed work.
9	Many students lack aspirations and role models in a range of careers. This is exacerbated in a rural, coastal area by a lack of wider cultural opportunities and experiences.
10	Some students have not participated in Sports or physical activities during lockdown and can be reluctant to participate in PE lessons.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Gaps in student skills and knowledge are identified and effectively addressed.	Assessments are carried out across the curriculum to identify gaps and data at individual student and group level shows that these are closing or have closed.
Teachers, including Early Career Teachers feel confident in the classroom and have had increased opportunities to access training to support identified areas of need.	All teachers teach consistently “Good” or better lessons. All ECTs have identified areas for support and have received support to address these.
Staff and student wellbeing concerns are identified and robust strategies are in place and widely known.	Trained staff are available and a robust approach is in place and well-known. Additional targeted support is in place. Wellbeing is improved when staff and student voice is captured.

To implement a renewed assessment system.	The new system is implemented and a holistic view of student progress leads to improved staff and student understanding of how to increase attainment for individual students.
Increased understanding of self-regulation and metacognition strategies by staff and students in the Academy which impacts on teaching, and, therefore, learning and outcomes.	Evidence of strategies to be seen in 75% of observations and the impact of these is seen in student feedback and outcomes.
A closing of the gap between Maths and English as a result of increased confidence with mathematical concepts and effective targeted intervention based on accurate assessment.	Summer 2021 data shows a closing of the gap. Lesson observation and student feedback reveals increased confidence with mathematical concepts.
Assessment identifies targeted students and effective interventions improve reading ages.	For all targeted students to make more rapid than progress than chronological (i.e. more than 6 months progress in reading age in 6 months).
For all students (particularly those in receipt of the Pupil Premium) to have the necessary resources in order to catch up on missed work.	Students are identified, resources are provided and the impact is seen on outcomes.
Improved student aspirations and opportunities to meet role models in a range of careers and to engage in wider cultural opportunities and experiences.	All students access high quality CIAG provision and have access to a range of opportunities. Targeted opportunities are in place for identified students which result in improved aspiration and engagement.
Increased participation in Sports or physical activities.	All students participate within their capabilities in physical activity in the Academy.

Activity in 2020-21

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on the development of teachers early in their careers through offering enhanced support and training	EEF evidence identifies the need for new and recently qualified teachers to feel supported in order for them to make good progress towards their targets and to teach high quality lessons resulting in good student progress.	1, 2
To have robust procedures in place to support staff mental health including training a Mental Health First Aider and enrolment in the Employee Assistance Programme.	Research suggests that great teaching is the most important factor in student progress. Protecting staff wellbeing improves the classroom experience and reduces staff absence, therefore, improving the quality of teaching.	3
Introduce a new Assessment procedure at KS3 to take effect in Sept 2021	Research suggests that frequent low stakes assessment gives give a better holistic view of the students' progress which, therefore, improves student outcomes. EEF research states that Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.	4

<p>Also see section on “Metacognition and Self-Regulation” in the “Wider Strategies” section.</p>	<p>Our research and discussion with student groups and parents indicates that lack of subject specific and general educational resources is a key barrier to learning for a number of students.</p>	<p>5</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 10,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
To use the NTP to provide face-to-face opportunities for Year 10 students to access additional Maths sessions.	The National Tutoring Programme (NTP) supports schools by providing access to high-quality tutoring to help pupils whose education has been affected by the Covid-19 pandemic. Evidence shows that tutoring can boost progress by up to five months, with extensive evidence showing that tutoring is one of the most effective tools to support learning and accelerate pupil progress.	1, 6
To use the NTP to provide remote opportunities for additional Year 10 students to access additional Maths sessions.	The National Tutoring Programme (NTP) supports schools by providing access to high-quality tutoring to help pupils whose education has been affected by the Covid-19 pandemic. Evidence shows that tutoring can boost progress by up to five months, with extensive evidence showing that tutoring is one of the most effective tools to support learning and accelerate pupil progress.	1, 6
To use internal staff and recent ITT trainees in the summer term to provide additional opportunities for additional students in all years to access additional sessions in English, Maths, French and the wider curriculum.	Staff already working in the Academy have good relationships with students and are aware of their learning needs and gaps. Evidence shows that tutoring can boost progress by up to five months, with extensive evidence showing that tutoring is one of the most effective tools to support learning and accelerate pupil progress. All sessions are taught by specialist teachers.	1, 6, 7, 8
Sessions on Saturday morning/weeknight evenings focusing on mathematics. Focus on the most able students.	Our own data, plus DfE research, indicates that the most able students (including more able disadvantaged students) are making less progress than other groups and have been significantly affected by lockdown. Holding sessions outside of the school day minimises the impact	1, 6

	<p>on other subjects. A recent evaluation for the Department for Education in the UK concluded that one of the greatest barriers to impact was achieving high levels of attendance. Offering a range of different additional sessions maximises attendance opportunities. All sessions are run by specialist teachers.</p>	
<p>Sessions on Saturday morning/ weeknight evenings focusing on Science.</p>	<p>Holding sessions outside of the school day minimises the impact on other subjects and maximises the use of staff and resources. Evidence shows that tutoring can boost progress by up to five months, with extensive evidence showing that tutoring is one of the most effective tools to support learning and accelerate pupil progress. A recent evaluation for the Department for Education in the UK concluded that one of the greatest barriers to impact was achieving high levels of attendance. Offering a range of different additional sessions maximises attendance opportunities. All sessions are run by specialist teachers.</p>	1
<p>Explore opportunities using Microsoft Teams to provide targeted support and catch-up sessions for students in all year groups by teachers in Academy</p>	<p>Holding sessions outside of the school day minimises the impact on other subjects and maximises the use of staff and resources. Evidence shows that tutoring can boost progress by up to five months, with extensive evidence showing that tutoring is one of the most effective tools to support learning and accelerate pupil progress. By using Teams as a platform to deliver sessions, they can be accessed by all students as travel and lack of access to transport can be a barrier for students in the Academy. This is also a Covid-secure approach. Taking this approach from Year 7 onwards is in line with Ofsted's 2013 recommendation of taking "a long-term view" rather than focusing only on Year 11 interventions. A recent evaluation for the Department for Education in the UK concluded that one of the greatest barriers to impact was achieving high levels of attendance. Offering a range of</p>	1

	different additional sessions maximises attendance opportunities. All sessions are run by specialist teachers.	
Purchase of subject-specific resources to support identified students within school and remote learning as required e.g. revision guides, Art resources, technology materials.	Our research and discussion with student groups and parents indicates that lack of subject specific and general educational resources is a key barrier to learning for a number of students.	1, 8, 9

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 18,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train and promote staff and student Mental Health Ambassadors in the Academy.	Evaluation of the Wellbeing Ambassadors programme in other settings has been universally positive. The MHC Coordinators and the student MHCs were overwhelmingly positive in their feedback about the programme and the impact it was having on them as individuals, their peers and the culture of their schools as a whole.	3
Identify, recruit and train peer reading buddies to deliver one to one reading support with Key Stage 3 students with below chronological reading ages or reduced engagement with reading. Provide accessible and engaging reading materials to support this.	Whole school approaches to literacy, which address multiple elements of school provision, can produce substantial improvements in academic outcomes (e.g. Sharples et al., 2011).	1, 7
Implement a whole Academy approach to understanding, using	EEF research suggests that this programme, if implemented effectively, can accelerate student learning by 7 months.	1, 5

and embedding strategies of Metacognition and Self-Regulation.		
Revisit the CIAG mapping against the Gatsby standards to ensure that these are met as far as possible this year, approaches to raising student aspirations will include: remote speakers, visits and tours as well as assemblies and online activities	Our own research shows that low aspirations are a key concern for our students. EEF research on Aspiration Interventions indicates that the existing wider evidence suggests that the relationship between aspirations and attainment is not straightforward. In general, approaches to raising aspirations have not translated into increased learning. Approaches linked to gains in attainment almost always have a significant academic component, suggesting that raising aspirations in isolation will not be effective.	9
Create additional opportunities for students to develop their interests outside the classroom, these will include high quality face-to-face and virtual opportunities and will include theatrical performance (including an arranged RSC session), musical performance, museum and gallery visits and other cultural experiences, including a trip to the Holocaust Centre.	Though the Sutton Trust rate “arts Participation” as low impact for low cost, increasing the range of experiences and therefore aspirations for pupils is a “long Term” (Ofsted 2013) strategy of “raising aspirations and broadening experiences” as detailed by case studies in the 2014 Ofsted report.	1, 9
Purchase and distribute equipment to be given to students for use during face-to-face and remote learning, to including computers and technological resources, Art and Technology resource packs, calculators and other subject specific resources.	Our research and discussion with student groups and parents indicates that lack of subject specific and general educational resources is a key barrier to learning for a number of students.	1, 8, 9

<p>To increase participation in Team Sports through engagement of students who are reluctant to participate in Sports and development of leadership opportunities through Sport.</p>	<p>Regular participation in physical activity and higher levels of physical fitness have been linked to improved academic performance and brain functions, such as attention and memory. These brain functions are the foundation for learning. When physical activity is used as a break from academic learning time, post engagement effects include better attention (Grieco et al., 2009; Bartholomew and Jowers, 2011), increased on-task behaviours (Mahar et al., 2006), and improved academic performance (Donnelly and Lambourne, 2011).</p>	<p>10</p>
<p>Introduce and offer a range of different sporting activities to increase the enjoyment and participation in physical activity, to include: archery, golf, dance, inclusive sports.</p>	<p>Regular participation in physical activity and higher levels of physical fitness have been linked to improved academic performance and brain functions, such as attention and memory. These brain functions are the foundation for learning. When physical activity is used as a break from academic learning time, post engagement effects include better attention (Grieco et al., 2009; Bartholomew and Jowers, 2011), increased on-task behaviours (Mahar et al., 2006), and improved academic performance (Donnelly and Lambourne, 2011).</p>	<p>10</p>
<p>To offer Outward Bound basecamp and expedition opportunities to targeted groups of students to increase physical activity, teamwork, resilience and self-esteem.</p>	<p>A Social Impact report carried out by Outward Bound (2017) found that a clear indication that young people who participate in an Outward-Bound course while they are in school or as an apprentice or graduate become more confident and resilient individuals, able to interact more positively with others and work more effectively to achieve their goals, not just in the short-term but in the months and years that follow.</p>	<p>3, 5, 9, 10</p>
<p>To provide additional pastoral support and targeted SEMH support for student wellbeing and mental</p>	<p>There is evidence from the EIF report on Adolescent mental health to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties, finding good evidence that CBT interventions support young</p>	<p>3</p>

<p>health support, including behaviour support.</p>	<p>people’s social and emotional skills and can reduce symptoms of anxiety and depression. The Neale-Wade Academy case study demonstrates that effective pastoral interventions raise attainment. The Sutton Trust found that dedicated “Social and Emotional Learning” had a moderate impact. Engaging with the needs of this cohort through appropriately selected interventions with proven impact builds resilience and self-esteem. Behaviour interventions are found in the EEF Toolkit to have moderate impact for moderate cost based on extensive evidence.</p>	
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Total budgeted cost: £ 33,910.00

Part B: Review of outcomes in the 2020-21 academic year

Catch Up Strategy outcomes

This details the impact that our Catch-Up Funding activity had on pupils in the 2020 to 2021 academic year.

Just as in 2020, this was an unprecedented year for GCSE assessment and results were awarded based upon teacher-assessed grades (TAGs). All GCSE grades were derived through a rigorous process of moderation, including robust standardising and moderating of internal examinations created using materials supplied by the examination boards along with other internal assessments. Results showed an upwards trend in a number of areas despite Covid-19 disruption which clearly evidence the impact of Catch-Up funding for this cohort. Outcomes show positive trends (English and Maths 68.6% for standard pass or higher in both subjects /41.4% versus 2020's 59.6%/32.7% for good passes in both subjects). This is an improvement on the 2019 data which was the most recent data based on externally assessed work (44.4% standard pass or higher in both subjects / 19% or good pass or higher in both subjects). Attainment 8 was also up on the 2019 results (46.9 in 2021 versus 41.55 in 2019, though down on 2020 which was a stronger year group by prior attainment. Across the subjects, there were consistently strong performances including 100% pass rates at a standard pass or higher in BTEC PE, Spanish, Biology and Physics. Improvements made in 2020 in performance in Design and Technology which had historically been lower performing have been maintained (standard pass and higher 2021 96.8, 2020 95% and 2019 42.9%). The highest scoring student attained seven grade 9's and two grade 7's and many students made strong progress against their individual targets.

Our internal assessments during 2020/21 suggested that the recovery curriculum was effective in filling identified gaps in knowledge and skills for many students though there remains work to be done, particularly for those who had lower attendance throughout the year.

The Academy engaged with the National Tutoring Programme, offering a series of Maths sessions to all Year 10 students delivered by accredited tutors, using a combination of face-to-face and remote sessions. Additional tutoring sessions were provided in the summer term with newly qualified teachers delivering sessions to students across the year groups in English, Maths and French. Impact analysis carried out for all sessions against pre-defined aims was positive.

Our assessments demonstrated that student wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We invested in enhanced staff training and external provision. In the summer term, the Academy also enhanced the work done around supporting mental health in the Academy. In addition to the investment in the Education Support package for all staff, "Mental Health Champion" training and eighteen blocks of

targeted additional counselling sessions were purchased in addition to the regular number of appointments agreed on the SLA. These sessions were used to provide targeted support to 18 students who have experienced particular difficulties at this time.

“Catch up” funding was also used in the summer term to support early career teachers by offering additional time for observation or other training activities and to purchase additional equipment and lesson resources to increase engagement. Two targeted groups of Year 7 and 8 students also engaged in sessions of Outwood Bound / Adventure activities, including a basecamp training day at the Kenwick Park “Back to Bear” activity centre and then an expedition phase on a second day in the Lincolnshire Wolds. These sessions were incredibly successful in terms of student satisfaction and the impact on their self-esteem and confidence and further work of this kind is planned for the coming year. Academy Sports Leaders and Reading Buddies programmes also launched with students taking on these roles very positively.

There is no doubt that the Catch-Up funding has had a positive impact throughout the Academy. Impact analysis of each activity has been undertaken and it is clear that these activities have both helped the Academy to address the negative impact of the pandemic and to drive forward the strategic vision. Much of the spend has been in areas which it is hoped will continue to have a sustained impact.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
National Tuition Programme	Vision Education