



Catch Up Premium Strategy Statement

The Coronavirus Pandemic has placed children and young people in unprecedented times with significant periods of lost teaching. We must be aware that the impact of lost teaching will be felt for a number of years to come within education.

In a support to address the legacy of lost teaching, the Government has allocated a one-off payment to all schools and academies to ensure that support can be offered to learners in the school environment to move forward and accelerate progress, maximising opportunity to succeed in their academic studies.

This single funding total allocated to each academy will be spent in the most appropriate way for individual learners, cohorts and circumstance to deliver a bespoke package of support relevant to each individual academy.

The impact of the funding available to each academy will be reflected in the sustained academic performance over the coming years. Local Governing Boards will hold Headteachers and Senior Leaders to account for the impact of their strategy.

School overview

Metric	Data
Academy Name	Holderness Academy
Learners on role	1170
Proportion of disadvantaged pupils	23%
Proportion of SEND learners	Statement/EHC 2.4% Support 7.6%
Total Catch Up Premium allocated	£85600
Strategy Published date	22/10/20
Review dates	Monthly
Catch Up Premium Strategic Lead	David Wobbaka
Governor lead	Steve Gallant

Data

Good Teaching priorities – strategies identified to maximise good teaching to move learners forward

Measure	Activity
<p>Quality first teaching by using evidence-based teaching practices and cognitive based approaches.</p> <p>Baseline Target MED:</p> <p>Reference PPG statement 2020-21 Priority 1</p>	<p>Through the Quality of Education Team and metacognition course attendees, identified teaching and support staff will be trained on the best scaffolding and modelling strategies to deploy when working with disadvantaged learners. This facet of quality first teaching will improve the outcomes and engagement of all learners.</p> <p>Whole school CPD based around scaffolding and modelling will be used with teaching and support staff. Subject specific support will be developed through the use of metacognition leads within the Academy.</p> <p>Heads of Faculty (HoF) will be issued with Teaching Walkthru’s Five-Step to instructional coaching Tom Sherington & Oliver Cavigliol. Through PPG funding HoF will also be coached on how to deliver effective CPD.</p> <p>Improvements in the quality of teaching will be made using the following performance measures; Monitoring and Evaluation (M&E) cycles, student voice, teacher voice and summative performance data</p> <p>Develop a whole school T and L role to lead the implementation of metacognition and scaffolding around the academy. This role is due to commence in Summer 2021</p> <p>Rationale / Evidence base</p> <ul style="list-style-type: none"> ● Good teaching is the most important lever schools have to improve the outcomes of disadvantaged learners. High quality teaching disproportionately advantageous for Pupil Premium learners. 2019 EEF Pupil Premium Report – Key principle 3. ● Model your own thinking to help pupils develop their metacognitive and cognitive skills. 2019 EEF Pupil Premium Report – Key principle 3. ● Teachers should develop a repertoire of strategies such as: <ul style="list-style-type: none"> - Cognitive and metacognitive strategies - Explicit instructions - Scaffolding <p>2020 EEF SEN in mainstream schools - Key Principle 3.</p>
<p>Improving quality first teaching by focusing on formative assessment strategies.</p> <p>Baseline Target MED</p> <p>Reference PPG Barriers to learning these priorities address</p>	<p>Whole school foci on effective formative assessment which informs bespoke planning to address skill and knowledge gaps caused by the pandemic.</p> <p>Staff training on using data portals to ensure that appropriate support and intervention is delivered during first wave teaching. This training will include the effective use of ClassCharts, SIM’s and SISRA Analytics.</p> <p>This will reduce inconsistencies in classroom practices relating to levels of challenge and effective targeting of in class interventions. This will also be delivered through the PPG removing barriers to learning. Which funding stream (Pg3)</p>

	<p>This will involve whole school training and subject training to all staff. This will be monitored through HoF and SLT MED. Data from MED will be used to inform continuous cyclic improvement.</p> <p>Rationale</p> <ul style="list-style-type: none"> • Planning effective assessments is integral to supporting high quality teaching. Schools will have to deploy their own diagnostic formative assessment strategies to consolidate learning. <i>2020 EEF PSupporting school planning: A tiered approach to 2020 -21</i>
Projected spending	<p>Teaching Walkthru’s Five-Step to instructional coaching Tom Sherington & Oliver Caviglioli issued to HoF</p> <p>9.59 x 8 = £76.72</p> <p>TLR 3 Scaffolding Lead - Commensurate payment to be confirmed. Details to be discussed and confirmed. Starting summer term 2021.</p>

Targeted academic support – strategies identified for individual or cohorts of learners where additional support is required

Measure	Activity
<p>Improving the achievement of identified groups namely boys, middle ability and disadvantaged</p> <p><i>Reference PPG Barriers to learning these priorities address</i></p>	<p>Removing barriers to learning</p> <p>Laptop contingency Through the PPG ICT audit students have been identified who do not have access to the internet or aICT device. Laptops will be issued to DA students in the event of any subsequent partial or full lockdowns. The rationale for this is to ensure that all learners can access high quality education through the school’s digital platform.</p> <p>Maths MyTutor 1 to 1 Programme In year 11 7 students have been selected for the My Tutor programme. These students were chosen based on being middle ability and being with 0.5 of a grade boundary. This is a 10-week programme due for completion w/c 14.12.20.</p> <p>MyTutor 3 to 1 Programme 15 weeks duration for 15 3 to 1 groups. These tutors will work with year 10 students on the week commencing 07.12.20. This has been done through the National Tutoring Programme. These might be adjusted.</p> <p>YipiYap programme 1 Maths Tutor for 2 days per week. 1 English Tutor for 2 days per week £14, 760 + VAT</p> <p>Period 6 Intervention This will be offered by all subjects through pre-recorded / live lessons from January 2021.</p>

Targeted literacy and numeracy intervention to improve outcomes for learners across key stages

A significant literacy gap has been identified between our disadvantaged learners and their non-disadvantaged counterparts when they join Holderness Academy. This gap remains as students' progress through school.

The average GCSE exam requires a reading age of 15 years and 6 months. There is a strong correlation between literacy levels and outcomes at GCSE.

Actions

Prioritise ' literacy' across the curriculum through the Holderness Communicator.

Provide targeted vocabulary instruction in every subject through an increased focus on Tier 2 vocabulary through subject specific CPD and ensuring curriculum plans prioritise the specific teaching of vocabulary. (recommendations one and two from the EEF, Improving Literacy in Secondary Schools, guidance report)

Use of the Frayer Model across the academy to promote word analysis and vocabulary building.

Rationale

This Holderness Communicator was launched in 2019 after literacy was identified as a barrier for progress in all subjects across the academy. Particularly DA.

- The EEF states 'The emphasis on disciplinary literacy makes clear that every teacher communicates their subject through academic language, and that reading, writing, speaking and listening are at the heart of every subject in secondary school.'

We also endeavour to enable our students to be

- active readers,
- skilled writers and
- confident speakers when they complete their Holderness Learning journey.

Oracy drive across the curriculum to increase confident speakers. Year 7 and 8 Remarkable reader initiative embedded within the Tutor Programme.

Increase the average reading age of pupils in years 7-9 and to close the reading gap between DA/ non DA students. Non DA Students to make +3 months progress and DA 5+ months. Impact also on P8 and A8, particularly EBACC and English subjects, in all subjects due to literacy content of new GCSEs/BTECs.

STAR Reader

Years 7-9 STAR reader assessments (Autumn/Spring and Summer terms). Accelerated Reader weekly library lessons with library assistant promoting competition and millionaire readers. All students will receive 10 minutes reading across Maths/Science and English at the start of every lesson (KS3)

World Book Day Fest

'Reading with SLT' DA boys Year 9 Reciprocal Reading initiative. Links

to whole school Reciprocal Reader initiative

Rationale

Pupils cannot access GCSEs without an age appropriate or above reading age. It is a whole school responsibility to increase a passion for reading and reading for meaning; hence the use of curriculum time outside of English lessons.

A well-stocked library with a wide collection of books banded according to the Accelerated Reader readability formula, and easy access to computers with internet connection, are the main requirements for successful implementation.

EEF state Schools can lead robust evaluations of their own planned interventions, under favourable circumstances, and with some advice and oversight from expert evaluators.

Accelerated Reader Programme

Accelerated Reader is a computer-based program that schools may use to monitor reading practice and progress. This information is tracked in years 7 – 9. The Zone of Proximal Development (ZPD) will also be shared with parents through statutory reporting. Further intervention with these learners to narrow the gap.

PIRA and PUMA Assessments

These national standardised assessments allow the academy to define if pupils are below, at or above age-related expectations. This information is used to inform planning and put in place directed intervention.

Intervention (English) threshold and action

Students who score between 85 - 100 will receive small group Yip-Yap support. Students with scores between 100-114 will receive target intervention through the English department use of cover time. Please see Year 7 Catch - Up Premium funding.

All teaching groups will receive bespoke feedback through the use of PIRA Analysis to identify skills gaps and to create bespoke KS3 intervention.

Numeracy

Intervention (English) threshold and action

Students who score between 85 - 100 will receive small group Yip-Yap support. Students with scores between 100-114 will receive target intervention through the maths department use of cover time. Please see Year 7 Catch - Up Premium funding.

All teaching groups will receive bespoke feedback through the use of PUMA Analysis to identify skills gaps and to create bespoke KS3 intervention.

TimeTable Rockstars

This will be used across years 7 to 8 to develop numeracy and skills. This will be integrated into the form tutor, PD and IT lessons. Data will be used to

support students who do not meet the national requirements at the end of key stage 2.

Subject Catch-Up Funding

Funding has been given to individual faculties to support catch up for DA students or remove barriers to learning. This will be reviewed through subject DPR and SLT link meetings.

Projected spending	<p>Laptop contingency £35,000 - 50 laptops</p> <p>Maths MyTutor 1 - 1 Programme Cost for 10 week tuition for 7 students £1,400.</p> <p>MyTutor 3 - 1 Programme 45 hours of tuition for English and Maths £2531.25</p> <p>PIRA and PUMA Assessments Costed in year 7 catch up funding</p> <p>Accelerated reader Costed in year 7 catch up premium</p> <p>Subject catch up funding £8000 (£1,000 per faculty - Maths, English, Science, Modern Foreign Languages, Humanities, PE, Business and IT and the Creative Arts)</p> <p>Total cost £46,931.35 (£35,000 + £1,400 + £2,531.35 + £8,000)</p>
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Wider strategies for support – many learners will benefit from wider strategies to enable them to access learning and additional academic support

Measure	Activity
Raise aspirations and improve the mental wellbeing for identified learners.	<p>Key Stage 3 Tigers trust Tigers Trust will be employed to provide DA with opportunities to learn about the world of work and develop their overall employability, working on a range of personal skills such as teamwork, communication and confidence. (Referenced in Pupil Premium funding).</p> <p>ELSA / SMASH support</p> <p>Key Stage 4 Mock interviews were carried out in February 2020. These interviews were well received by both students and local business and institutions. The key benefits of this programme are listed below</p> <ul style="list-style-type: none"> • Help candidates reduce their stress and anxiety about interviewing. • Help you boost your confidence and post 16 aspirations • Provide you with constructive feedback in a low-stress environment.
Projected spending	Tigers Trust awaiting cost - Due to start January 2021

Monitoring of the Catch Up Strategy

Area	Review Date	Impact/Review Statement
Teaching	Monthly	Termly
Targeted support	Monthly	Termly
Wider strategies	Monthly	Termly

Review: aims and outcomes 2020/21

Aim	Outcome
Quality first teaching by using evidence-based teaching practices and cognitive based approaches.	Click or tap here to enter text.
Improving quality first teaching by focusing on formative assessment strategies.	Click or tap here to enter text.
Targeted literacy and numeracy intervention to improve outcomes for learners across key stages	Click or tap here to enter text.

Access to National Tutoring Programmes to supplement in school strategy:

Strategy	Rationale
My Tutor Programme 1 to 1	These students were chosen based on being middle ability and being with 0.5 of a grade boundary. This is a 10-week programme due for completion w/c 14.12.20. The average grade improvement in Maths through the mY Tutor Programme is 0.6 of a grade.
My Tutor Programme 3 to 1	Year 10 additional intervention students chosen based on key selection criteria namely: DA, middle ability with a teacher recommendation.
Yip Yap Programme	English and math subject specific mentoring to small groups or 1 to 1. EEF toolkit indicates that specific subject mentoring can improve the outcomes of learners by 5+ months.