

COVID CATCH-UP PREMIUM REPORT 2020-2021

ABBEY HILL ACADEMY

The Catch-up premium fund is designed to support young people who have missed out on learning caused by the coronavirus (COVID19). The government have not prescribed how funding should be spent, however the focus must be used to fund specific activities to support pupils' education recovery in line with the curriculum expectations in the actions for schools during the coronavirus outbreak guidance.

Special schools are funded at £240 per place for the 2020-2021 academic year. Schools can use catch-up premium funding to support any summer catch-up provision that they are offering and can carry funding forward to future academic years.

PROJECT	SPEND TO DATE	FOCUS and IMPACT TO DATE																								
Quality of Education (Recovery Curriculum)																										
Teaching of phonics: <ul style="list-style-type: none">books for home learning packsbooks for class interventionreading comprehension materialsiPad appreading resources for semi-formal curriculum	£2,727.68	<p>All students have had access to high quality books whilst learning at home.</p> <p>Reading interventions are in place to catch up lost learning. A reading action plan has been produced by the AVP for English with the aim of improving outcomes in reading.</p> <p>Students have access to a range of high quality, age appropriate, phonics-based resources.</p> <p>From reading a wider range of materials, students will develop empathy and gain a deeper understanding of the world.</p> <p>Students reading skills will be in line with or increase from their last point of assessment.</p> <table><tr><th>Reading</th><th>Autumn % on track</th><th>Spring % on track</th><th>Summer % on track</th></tr><tr><td>Y7</td><td>66</td><td>67</td><td>77</td></tr><tr><td>Y8</td><td>54</td><td>93</td><td>95</td></tr><tr><td>Y9</td><td>57</td><td>80</td><td>76</td></tr><tr><td>Y10</td><td>69</td><td>64</td><td>84</td></tr><tr><td>Y11</td><td>77</td><td>77</td><td>72</td></tr></table> <p>Reading at home supports stronger relationships with families as it provides an opportunity to share an activity and offer focused attention.</p>	Reading	Autumn % on track	Spring % on track	Summer % on track	Y7	66	67	77	Y8	54	93	95	Y9	57	80	76	Y10	69	64	84	Y11	77	77	72
Reading	Autumn % on track	Spring % on track	Summer % on track																							
Y7	66	67	77																							
Y8	54	93	95																							
Y9	57	80	76																							
Y10	69	64	84																							
Y11	77	77	72																							

		<p>Students have been exposed to increased vocabulary and will develop greater concentration skills.</p> <p>Reading regularly provides opportunities for students to use their imagination and visualisation skills; this in turn has led to greater creativity.</p>						
<p>Equipment for delivery of IT lessons as part of the recovery curriculum</p> <ul style="list-style-type: none"> programmable robots for computer science Beebot computer programme Purchase of iPad and stands 	<p>£823.45</p> <p>£577.98</p>	<p>Resources are now in place to support the delivery of the IT recovery curriculum.</p> <p>Students will complete relevant objectives from the computer science element of the IT curriculum and progress will be recorded and monitored using the academy's assessment tool 'B-Squared'.</p> <p>Access to iPads allows Semi-formal students have access to education programmes such as Numbots and Reading Eggs to improve their phonic and mathematical knowledge. iPads are also used to develop students' communication needs through direct interventions from in-class video based evidence.</p>						
<p>Home learning packs</p> <ul style="list-style-type: none"> stationary handwriting books sensory items photocopying (reading resources included above) 	£2000	<p>Students had access to a home learning pack tailored to their needs. Should they need to self-isolate in the future, a bespoke package will be provided to ensure learning and progress continues.</p> <p>Students have had all of the resources they need in order to be able to access home learning and will be able to access learning opportunities in line with their peers who are accessing school. Students and parents who have asked for additional resources, have had them purchased and delivered.</p>						
<p>Curriculum resources to support learning in the classroom as part of the recovery curriculum</p> <p>Long and short-term curriculum plans reviewed as part of the recovery curriculum process. Assessment processes adapted to match.</p> <p>Additional staff to support the delivery of the recovery curriculum</p>	<p>£1,433.03</p> <p>£5000</p>	<p>Teachers and support staff made evidence-informed choices in terms of impact upon progress made by the students overall.</p> <p>A clear academic focus was given to core subject areas.</p> <p><u>Data collated Summer term 21</u></p> <p><u>Current Y7 (47)</u></p> <p><u>PP30 LAC 3</u></p> <p><u>(Comparing current attainment with KS2 TA)</u></p> <table border="1"> <thead> <tr> <th><u>Subject</u></th><th><u>PP & LAC</u></th><th><u>All Students</u></th></tr> </thead> <tbody> <tr> <td></td><td><u>% on track</u></td><td><u>% on track</u></td></tr> </tbody> </table>	<u>Subject</u>	<u>PP & LAC</u>	<u>All Students</u>		<u>% on track</u>	<u>% on track</u>
<u>Subject</u>	<u>PP & LAC</u>	<u>All Students</u>						
	<u>% on track</u>	<u>% on track</u>						

<u>Maths</u>	<u>67</u>	<u>57</u>
<u>Read</u>	<u>82</u>	<u>77</u>
<u>Write</u>	<u>85</u>	<u>77</u>
<u>Spoken</u>	<u>85</u>	<u>81</u>

Current Y8 (56)

PP 31 LAC 5

<u>Subject</u>	<u>PP & LAC</u> <u>% on track</u>	<u>All Students</u> <u>% on track</u>
<u>Maths</u>	<u>72</u>	<u>77</u>
<u>Read</u>	<u>92</u>	<u>95</u>
<u>Write</u>	<u>100</u>	<u>98</u>
<u>Spoken</u>	<u>89</u>	<u>93</u>

Current Y9 (41)

PP 18 LAC 5

<u>Subject</u>	<u>PP & LAC</u> <u>% on track</u>	<u>All Students</u> <u>% on track</u>
<u>Maths</u>	<u>100</u>	<u>88</u>
<u>Read</u>	<u>83</u>	<u>76</u>
<u>Write</u>	<u>83</u>	<u>90</u>
<u>Spoken</u>	<u>83</u>	<u>73</u>

Current Y10 (45)

PP 27 LAC 3

<u>Subject</u>	<u>PP & LAC</u> <u>% on track</u>	<u>All Students</u> <u>% on track</u>
<u>Maths</u>	<u>74</u>	<u>82</u>
<u>English</u>	<u>89</u>	<u>84</u>

Current Y11 (44)

PP 22 LAC 2

<u>Subject</u>	<u>PP & LAC</u> <u>% on track</u>	<u>All Students</u> <u>% on track</u>
<u>Maths</u>	<u>86</u>	<u>72</u>
<u>English</u>	<u>81</u>	<u>72</u>

However, we also prioritised ICT (remote learning), PE (physical health) and art (wellbeing).

Data collated Spring Term 21

Current Y7 (47)

PP 30 LAC 3

(No KS2 data to make comparison)

<u>Subject</u>	<u>PP & LAC</u> <u>% on track</u>	<u>All Students</u> <u>% on track</u>
<u>Art</u>	<u>n/a</u>	<u>n/a</u>
<u>ICT</u>	<u>n/a</u>	<u>n/a</u>
<u>PE</u>	<u>n/a</u>	<u>n/a</u>

Current Y8 (56)

PP 31 LAC 5

<u>Subject</u>	<u>PP & LAC</u> <u>% on track</u>	<u>All Students</u> <u>% on track</u>
<u>Art</u>	<u>77</u>	<u>82</u>
<u>ICT</u>	<u>74</u>	<u>79</u>
<u>PE</u>	<u>52</u>	<u>61</u>

Current Y9 (41)

PP 18 LAC 5

<u>Subject</u>	<u>PP & LAC</u> <u>% on track</u>	<u>All Students</u> <u>% on track</u>
<u>Art</u>	<u>100</u>	<u>100</u>
<u>ICT</u>	<u>94</u>	<u>88</u>
<u>PE</u>	<u>83</u>	<u>90</u>

		<p><u>Current Y10 (45)</u></p> <p><u>PP 27 LAC 3</u></p> <table> <tr> <th><u>Subject</u></th><th><u>PP & LAC</u> <u>% on track</u></th><th><u>All Students</u> <u>% on track</u></th></tr> <tr> <td><u>Art</u></td><td><u>96</u></td><td><u>93</u></td></tr> <tr> <td><u>ICT</u></td><td><u>81</u></td><td><u>80</u></td></tr> <tr> <td><u>PE</u></td><td><u>85</u></td><td><u>89</u></td></tr> </table> <p><u>Current Y11 (44)</u></p> <p><u>PP 22 LAC 2</u></p> <table> <tr> <th><u>Subject</u></th><th><u>PP & LAC</u> <u>% on track</u></th><th><u>All Students</u> <u>% on track</u></th></tr> <tr> <td><u>Art</u></td><td><u>73</u></td><td><u>89</u></td></tr> <tr> <td><u>ICT</u></td><td><u>77</u></td><td><u>80</u></td></tr> <tr> <td><u>PE</u></td><td><u>68</u></td><td><u>77</u></td></tr> </table> <p>Recovery curriculum has been reviewed and updated by MLT, VP Teaching and Learning and VP Assessment and Outcomes. Support and resources planned in accordingly.</p> <p>All students learnt in line with their individualised projected trajectory.</p>	<u>Subject</u>	<u>PP & LAC</u> <u>% on track</u>	<u>All Students</u> <u>% on track</u>	<u>Art</u>	<u>96</u>	<u>93</u>	<u>ICT</u>	<u>81</u>	<u>80</u>	<u>PE</u>	<u>85</u>	<u>89</u>	<u>Subject</u>	<u>PP & LAC</u> <u>% on track</u>	<u>All Students</u> <u>% on track</u>	<u>Art</u>	<u>73</u>	<u>89</u>	<u>ICT</u>	<u>77</u>	<u>80</u>	<u>PE</u>	<u>68</u>	<u>77</u>
<u>Subject</u>	<u>PP & LAC</u> <u>% on track</u>	<u>All Students</u> <u>% on track</u>																								
<u>Art</u>	<u>96</u>	<u>93</u>																								
<u>ICT</u>	<u>81</u>	<u>80</u>																								
<u>PE</u>	<u>85</u>	<u>89</u>																								
<u>Subject</u>	<u>PP & LAC</u> <u>% on track</u>	<u>All Students</u> <u>% on track</u>																								
<u>Art</u>	<u>73</u>	<u>89</u>																								
<u>ICT</u>	<u>77</u>	<u>80</u>																								
<u>PE</u>	<u>68</u>	<u>77</u>																								
<p>Outdoor equipment for experiential learning for Semi-Formal students</p> <ul style="list-style-type: none"> • mud kitchens • workbenches • sandpit • sheds for storage • equipment for water and mud play • crates etc. for 'Tinkers Yard' 	£9593.71	<p>Students in the semi-formal curriculum are able to access a range of learning opportunities on-site due to current restrictions in place for off-site activities.</p> <p>Students are able to access outdoor activities detailed in the recovery curriculum.</p> <p>Students have developed creative play and communication skills whilst developing their fine and gross motor skills through building and pouring etc. A PL pathway has been put in place for the academic year 2021-2022 to ensure all semi-formal curriculum staff have the knowledge and skills to incorporate play into everyday learning.</p>																								
Tuition for 5 students, 1 hour per day.	<p>£23,100</p> <p>£220 per day x5 for 28 weeks</p>	<p>Y11 students will gain their accreditations in the core subjects.</p> <p>All students attending Abbey Hill will access educational support every day.</p>																								

	(from w/b 30.11.20 until 28.05.21)	Students self-isolating or anxious will have access to the same curriculum content and support as their peers.
SCERTS* course for Teacher (*Social Communication, Emotional Regulation, and Transactional Support)	£500	Staff will be able to provide a curriculum to develop communication and behavioural skills based upon the SCERTS approach and interwoven with the semi-formal curriculum. Students' communication skills are improved. Students are better able to self-regulate.
	Total £45,755.85	
Personal Development		
SaLT intervention 5AB/ 6SM 1 morning per week initially until February half term but extended to May half term following a review of the support needed for both students and staff.	£2187 £30 x 3 hours x 27 weeks	Students are beginning to use communication strategies rather than behaviour to express themselves. Students will be able to make themselves understood. Video Interaction Guidance (VIG) sessions between SaLT and class teachers develop teacher skills in promoting a communication rich environment. Students' mental wellbeing is improving. Students are calmer and ready to access learning.
Development of sensory space and sensory resources for students requiring a phased approach to returning to the classroom.	£884.38	Students are better able to self-regulate which in turn allows focused behaviour for learning. Individual timetables in place for those with sensory needs.
OT support	£250	Student X's needs have been assessed and an OT plan has been put in place accordingly. Student X's fine motor and sensory needs are being addressed allowing her to access a larger quantity of the school curriculum.
Purchase of Mortal Fools, an online tool to support students' mental health and wellbeing	£350	Student wellbeing is supported through the stories and tools available online. Students with mental health concerns are identified and supported in a timely manner.
Development of students' physical skills	£341.67	Floataction devices purchased for hydrotherapy sessions with physio assistant. Hydrotherapy pool accessed by 5KO, 5AB, 6DH and 19 students from the main body of school.

		<p>Students have begun to rebuild their muscle strength following Covid isolation.</p> <p>Some students have been supported with a weight management plan following Covid isolation, involving water activities to assist with student movement.</p>
	<p>Total</p> <p>£4,013.05</p>	

Total Catch-Up Budget:	£62,176
Total Spend to date:	£49,768.90
Remaining budget:	£ 12,407.10

Money in the remaining budget is to be carried over and spent on cover for staff to attend Numicon training and offer interventions to students in September 2021.