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| Academy | Oasis Academy Foundry |
| Academic year | 2020-2021 |
| Total catch up premium amount | Total allocation £23140   |  |  |  |  | | --- | --- | --- | --- | |  |  |  |  | |
| Number of pupils | 200 on roll R-Y6 |
| Guidance | Academy catch up funding allocations are calculated on a per pupil basis providing each academy with £80 per child from Reception to Y11. The funding is designed to mitigate the effects of the unique and disruptive effects of the global pandemic.  As a Trust OCL has partnered nationally with Teach First to provide extra teachers across our academies as a response to Covid. Details of deployment, cost and intended impact must be included below.  In order to fund the deployment of a teach first teacher at every academy, the catch-up funding was pooled. The costs of a teach first placement (at a discount of 33%) across 52 academies was deducted from the total funds allocated to OCL. The remaining funding was allocated on a pro rata tiered basis according to the size of each academy. The “total catch-up premium amount” referred to above is the amount received by the academy to fund their allocated teacher plus the residual amount of funding allocated pro-rata. |

**Use of funds**

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| Use of funds | EEF guidance – tailor to those selected |
|  | The EEF areas used:  *For example*  Teaching and whole school strategies   * Supporting great teaching * Pupil assessment and feedback * Transition support   Targeted approaches   * One to one and small group tuition * Intervention programmes * Extended school time   Wider strategies   * Supporting parent and carers * Access to technology * Summer support |

**Identified impact of lockdown**

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| Area of need identified | Outline of identified need as identified by the academy – evidence of need |
| Pupils phonics skills greatly reduced | Intense support for pupils to rapidly improve phonics ability and enable pupils to read. |
| Gaps in learning identified in all subjects | Rapidly fill the gaps in knowledge that have been identified in order to aid children to reach age related expectations |
| New Reception cohort very low starting points not school ready | Pupils unable to focus, wearing nappies and struggling to follow instructions |
| Year 6 pupils gaps in knowledge impacting upon Core subject outcomes | Pupils are not ready for Year 6 and the curricular challenges. Many gaps identified in learning. Need to ensure the pupils are secondary ready in time for transition |
| Pupil stamina greatly reduced | Children struggling to maintain focus on learning, concentration causing tiredness, extended pieces of writing and sustained work proving hard. Pupils stamina needs increasing |
| Mental health negatively impacted upon | Pupils struggling to process what has happened and is happening to them, reassessing life and dealing with trauma including family deaths, chronic illness and impact of poverty (parents suddenly with out income streams) |

**Planned expenditure on the areas identified by EEF**

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| Desired outcome | Chosen approach and anticipated cost | Impact (once reviewed) | Staff lead/owner | Review date |
| Targeted work supporting individuals and classes where needs emerge across the school resulting in staff feeling confident to address gaps in knowledge and pupils receiving bespoke targeted support | £20080  Employment of a Teach First student deployed in class to enable consistent release and redeployment of a senior leader to impact on quality first teaching, accurate assessment of pupils needs and precise delivery of targeted interventions. |  | EJ, EW and AR | Continual review in order to adapt to the changing cohort needs resulting from continued bubble closures and isolating children and staff members |
| Targeted support in Years 5 and 6 by additional capacity to the teaching team. Bespoke interventions and catch up programmes in place to accelerate learning and ensure pupils are secondary ready and increase pupils stamina | £3,060  Redeployment of staff and temporary change to contractual hours in order to deploy additional qualified teacher in Year 6 to enable release of key members of staff to devise and implement bespoke catch up sessions, to add to capacity and continuity of quality first teaching in upper key stage 2. Pupils receive one to one and small group sessions addressing emerging gaps in knowledge to facilitate rapid progress |  | EJ, EW | Continual review in order to adapt to the changing cohort needs resulting from continued bubble closures and isolating children and staff members |
| Reception cohort to settle well and rapidly gain the confidence and skills needed to access the Early Years environment appropriately and effectively. Early learning skills including toileting and social skills to be developed which will then promote effective learning in a free flow environment. Support to aid transition from Reception to Year 1 including phonics support and catchup across EY, KS1 and Year 3. | £120 per day  Additional staff employed initially to aid transition  Change of roll for teacher in order to aid transition to Reception and transition to Year 1. Bespoke recovery curriculum and Yr1 operating according to EY framework to aid transition and enable pupils to meet ELG ensuring Yr1 readiness |  | AR | Review Aut 1 initially |
| Pupils returned to school having forgotten how to speak English and their phonics. | Staff redeployed in order to release phonics lead in order coordinate and run targeted phonics intervention groups and support across EY, KS1 and Yr3. |  | AM |  |
| Pupils mentally resilient and able to function appropriately | £6000  Mentor employed to work with identified individuals to help deal with trauma. |  | EW |  |
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**Covid-19 catch-up total**

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| Covid catch up total | £23140 |
| Actual cost of interventions | Approx £32000 |
| Cost to academy to add extra opportunity linked to need | **£8860** |
| Total position of funds – impact on academy budget (if any) | All costed in at present. |