

Covid Catch-up Premium

Academy	Oasis Academy Don Valley
Academic year	2020/21
Total catch up premium amount	£34,335
Number of pupils	750
Guidance	<p>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.</p> <p>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.</p> <p>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.</p>

Use of funds

Use of funds	EEF guidance – tailor to those selected
	<p>The EEF areas used:</p> <p><i>For example</i></p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> • Supporting great teaching • Pupil assessment and feedback • Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> • One to one and small group tuition • Intervention programmes • Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> • Supporting parent and carers • Access to technology • Summer support

Identified impact of lockdown

Area of need identified	Outline of identified need as identified by the academy – evidence of need
Missed Learning Opportunities	The impact on learners during the period of school closure has been significant. The Academy from March had a strong and constantly evolving programme of remote learning in place. Learner's engagement developed throughout the period and the quality of submissions improved significantly. The engagement of learners across all year groups was however variable across subjects and across identified groups. This has led to inconsistent and varying gaps in learners' knowledge and understanding which teaches are evaluating during the autumn term.
Access to devices to support home learning	A significant barrier to learners engaging in our programme of remote learning was the access to Wi-Fi an appropriate device and the understanding required to use it effectively. Above 25% of learners were in the position of not having an appropriate device to access their learning. In order to support learners in Years 5-8 as an Academy we deployed over 25 devices to learners. The lack of access to their learning due to not having an appropriate device had the most significant impact on learners' progress throughout the period of school closure.
Attendance	From full return from the period of school closure the attendance of earners outside of those affected by COVID 19 has been a challenge across all year groups and learner groups. This is due to a range of variables, which are multifaceted, the impact of this is that these learners are facing ongoing disruption to their learning and progress. The impact on the Academy's inclusion teams capacity to support and challenge these families is also significant, affecting the support that can be provided to those learners attending the Academy

Pastoral and Inclusion needs	The period of school closure had a disruptive impact on learners' routines and attitudes towards both their learning and their belonging to the Academy. This has had an impact on learners' confidence and attitude towards the Academy and their learning. The experience of the period of school closure was varied across the Academy community. The impact of all of these variables has meant that the level of pastoral support required by learners has increased significantly in order to ensure that their return to the Academy is smooth and effective in supporting learning and engagement.
Food poverty	The academy has 56% of learners who are entitled to free school meals (Fsm) this is significantly above the national average of 26%. During the initial period of school closure this had a significant impact on learners and their families. Due to the circumstances of our Academy community many families struggled to access vouchers which were initially distributed electronically. This required a significant amount of staff capacity to support these families either to access the vouchers or to print and distribute paper copies. To further support these families and a range of others, from the closing of schools on March 23rd to schools opening fully in September, as an Academy we delivered over 800 food hampers. The impact of food poverty was a significant barrier that as an Academy we had to overcome before we could begin in engaging learners in their academic Learning.

Planned expenditure on the areas identified by EEF

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead/owner	Review date
To ensure that all learners have access to a high quality programme of remote learning as required	<ol style="list-style-type: none"> 1. Provide all learners with the access to a device through the Oasis Horizons program to support with learning both whilst on the Academy site but also to ensure continuity of education if learners have to isolate due to COVID 19 2. To provide staff with the training and support in order to ensure that they can develop effective online learning but also to develop their pedagogy to ensure that the full potential of the Horizons programme is realised 		<p>AGo/CMi</p> <p>AGo</p>	

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	Total Cost – £20,000			
To ensure that the attendance of all learners is strong and supports rapid recovery of leaning and understanding	1. Provide additional capacity to the Academy inclusion team in order to provide greater support to learners and families where attendance on the return to the Academy has been a challenge Total Cost – £2,500		CDa	
To develop Teaching and whole school strategies in order to ensure learners make rapid and sustained progress through 1. Supporting great teaching 2. Pupil assessment and feedback	1. To provide a suite of baseline assessments and to maintain the Academy's engagement with PiXL in order to support teachers in identifying gaps in learning. The assessments are to include a. Headstart Assessments b. GL Assessments c. No More Marking Writing Assessments d. PCM Benchmarking Total Cost – £5,000		JDu	
Transition of all leaners back in to the Academy in order to support the rapid recovery of their learning	1. Provide highly effectively pastoral support in order to support the transition of all leaners back in to the Academy in order to support the rapid recovery of their learning including an increase in the number of counselling available to learners Total Cost – £5,000		CDa	
To ensure that all learners are supported to make strong and sustained progress in their understanding developing targeted approaches to learning through	• Provide additional capacity to the Academy learning support team across both phases in order to provide greater support to learners on their return to the Academy Total Cost – £5,000		ALT	

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<ul style="list-style-type: none"> • One to one and small group tuition • Intervention programmes • Extended school time 				
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Covid-19 catch-up total

Covid catch up total	£34,335
Actual cost of interventions	£37,500
Cost to academy to add extra opportunity linked to need	
Total position of funds – impact on academy budget (if any)	