COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	896	Amount of catch-up premium received per pupil:	£80 per pupil
Total catch-up premium budget:	£70,560 (Based on October 2020 census)		

Year	SEN K	SEN E	PP	Overall
7	23	3	72	192
8	35	2	56	176
9	37	0	53	165
10	33	6	61	175
11	35	4	44	188
Totals	163	15	286	896

STRATEGY STATEMENT

'It is likely to be beneficial to consider how to align chosen approaches with pupil premium spending and broader school improvement priorities' (Covid-19 support guide for schools, Sept 2020)

Our catch-up plan is written with reference to whole school priorities. They are:
- ✓ The Academy Improvement Plan
- ✓ The Pupil Premium Strategy

Trinity Academy Bradford's catch-up priorities are:

- Improve the attendance and punctuality of all students

- Develop and secure the nascent improvements in pupil behaviour so that teachers can teach and learners can learn

- To bring about a rapid improvement of the academy's curriculum

- Ensure strategic oversight of intervention and accurate diagnosis of need

Overall aims of Trinity Academy Bradford's catch-up premium strategy:

- To raise the attainment of all pupils to close the gap created by COVID-19 school closures.

- To reduce the attainment gap between disadvantaged pupils and their peers.

- Accurate diagnosis of student literacy/EAL needs to provide targeted, quality assured and impactful interventions that close the gap and address barriers to learning and progress.

- To improve the quality of provision both in curriculum planning, effective delivery of teaching and learning and effective feedback to students.

- To create a learning culture in the classroom through clear and consistent behaviour structures.

- To improve pupil attendance so that no more learning time is lost post Covid. This will involve continuing to improve parental communication, in order to understand the barriers facing students at home and the impact this has on school learning.

- To improve student access to technology during lockdown and post lockdown should there be limited ICT access at home.

This catch up plan is a working, live document. It will be reviewed termly and changes/updates will be made where necessary. The quote below echoes the sentiments of Trinity Academy Bradford.

Catching up on lost learning time is a significant, complex and difficult task, which will require … time, space, and support. We must do more for young people from disadvantaged backgrounds all the time, not through rhetoric but through practical action. (Geoff Barton, ASCL)

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	'School closures are likely to reverse progress made to close the gap in the last decade since 2011'. EEF - Impact of school closures on the attainment gap: Rapid Evidence Assessment (June 2020). We must work hard to engage, academically and pastorally support and implement timely interventions for our PP students.
B	Engagement with remote learning is varied. Some students, such as EAL students, will not have been able to work as effectively at home due to potential language barriers and less exposure to the English language in the home. Some PP students have extenuating family circumstances meaning that they are unable to manage the demands of learning at home. We must use frequent low stakes diagnostic testing to assess student working levels, amend our curriculum maps accordingly and track student progress.
C	Lost learning time has led to lower literacy levels. Disadvantaged households are less likely to be able to support their child (ren) with their reading at home and decoding of remote learning tasks. A robust, impactful suite of literacy interventions must be available to those who need it. A robust whole school literacy strategy must be a priority so that all students are able to build their tier 1, 2 and 3 vocabulary banks back up post lockdown.
D	Lost learning time due to lockdown will have affected our SEND students significantly, in particular those with cognition and learning as their key area of need. We want as many SEND students to leave us with a grade 4 in English or higher so that all further study and employment doors are open to them when they leave us.
E	The behaviour of students is a focus for pastoral and academic staff. Post lockdown, poor behaviour could be exacerbated due to a lack of structure and routine at home. This may lead to disengagement, more lost learning time and ultimately less successful outcomes for students at GCSE.
F	The recruitment and retention of the very best staff is key to consistent quality first teaching. A lack of consistency can lead to unsettled students who prefer to be taught by familiar staff who are experts in their craft. Teaching during a global pandemic has been challenging and we must do what we can to ensure that retention of staff is high priority.

ADDITIONAL BARRIERS

External barriers:

G	Lack of access to ICT and a stable internet supply. Disadvantaged students may also have limited ICT skills and find navigating remote learning challenging.

H	The percentage attendance of students could be lower than pre-covid due to anxiety around the risks of returning to the school building and exposure to the virus. Students could have, despite our best efforts, disengaged from school during lockdown and be reluctant to return.
I	Home learning environment: Students requiring access to digital technology for remote and blended learning. Devices were available for loaning for disadvantaged students, however the number available (88) did not cover the 32.2% PP students.
J	'Disadvantaged pupils are twice as likely not to be in education, employment or training and are at a higher risk of poverty as adults'. (DfE, 2015). We must ensure that all pupils (especially our pupil premium students) have access to the very best careers guidance when in school and during periods of lockdown so that they all progress to college, sixth form or onto an apprenticeship course.

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
1. To ensure that curriculum intent statements are in place for each curriculum area as well as quality CPD for accurate and impactful implementation.	**Intended outcome:** Student knowledge gaps are well understood and they have the best chance of catching up on any lost learning time. **Success criteria:** All staff have curricular clarity. They follow quality assured curriculum maps. All staff aware of expected content knowledge, necessary prior learning to access new content and non-negotiable threshold concepts.	**Covid 19 guide for schools EEF (June 2020)** "Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development- for example, to support curriculum planning…" **Sean Harford HMI, National Director for Education (January 2020)** "We want all pupils to benefit from a good, well-taught curriculum …. schools should show that they've thought about curriculum carefully – that they've built a curriculum with appropriate coverage, content, structure and sequencing, and implemented it effectively".	Curriculum CPD for all staff focused on the basics of curriculum mapping led by the Trinity Academy Halifax curriculum team. Subsequent work from each curriculum area to review and amend their curriculum maps. Ongoing QA of curriculum mapping and curriculum implementation by SLG links at Trinity Academy Bradford, SLE support staff and the Trinity Academy Halifax curriculum team. Re-launch of CPD programme shaped by lead school, Trinity Academy Halifax. CPD programme is led by a skilled leadership team at Trinity Academy Halifax and Trinity Academy Bradford. SLEs from the Opportunities Area programme supporting specific curriculum areas with intent, implementation and impact.	EWS/CMN/ABY/HTL/NEN + Opportunity area SLEs	Half termly

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2. To develop and secure the nascent improvements in pupil behaviour	**Intended outcome:** Teachers can teach and learners can learn effectively with support from a highly effective and consistently followed BfL strategy. **Success criteria:** Continued high presence of pastoral and leadership staff on corridors and in classrooms to support the BfL system. The BfL system is followed consistently and there is a culture of 'no excuses' due to robust weekly analysis of behaviour data leading to swift interventions. Tangible improvement in pupil behaviour in and out of the classroom.	**EEF, Improving behaviour in schools report, 2019** "A pupil cannot benefit from a lesson if they are not present in the classroom, engaged in the lesson, and behaving appropriately for learning". **DfE Briefing Paper, 2015** "Successful schools realise the importance of getting the basics right, like attendance and behaviour, and understand that failing to put these building blocks in place will undermine attempts to raise standards".	Effective pastoral team re-structure and recruitment, quality training and a relentless focus on presence and high standards. Continued high presence of pastoral and leadership staff on corridors and in classrooms to support the BfL system. Termly behaviour data packs shared with curriculum leaders (who then disseminate to their teams) to highlight strengths and weaknesses in their allocation of behaviour and achievement points to students. Timely interventions put in place when necessary. This could include the use of our on-site MAT reflective behaviour centre. Student and staff voice feedback indicates steady improvements in student behaviour.	TTR/CLA/Year Manager Team	**Daily** checks on behaviour by pastoral team and appropriate sanctions and rewards logged and acted upon where necessary. **Half termly** behaviour packs distributed to CLs **Weekly** Principal's Breakfast feedback with targeted question(s) on behaviour for learning

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
3. To improve the attendance of all pupils so that no more learning time is lost	**Intended outcome:** % absence falls and % attendance increases. **Success criteria:** Students are in school more, learning more and remembering more. This is seen in % absence and attendance data, AFL feedback from teaching staff and summative assessment data.	**Trinity Academy Bradford's IDSR** shows that the academy is in the highest 20% of schools nationally for pupil absence. **DfE website statement** "Parents and carers have a legal duty to ensure that their children of compulsory school age receive a suitable full-time education. It is also vital that they encourage their child's regular and punctual attendance at school. If a child is registered at a school then it is vital that they attend on a regular basis". **Internal MAT data analysis** shows that students who have less than 95% attendance have significantly lower P8 scores than students who attend most of the time. **EEF guidance on Communicating Effectively with families. Case study (March 2021)** "A key wider strategy is sustained parental engagement. We know that levels of parental engagement are consistently associated with children's academic outcomes. Schools and parents have a shared interest in doing what is best for their children"	Re-structure of and recruitment into the attendance team at TAB to ensure significant tracking/interventions/support are in place for students, parents and carers. Parent/carer survey on bus links to the academy so that leadership can ensure adequate transport is in place for students to reach the academy. Daily tracking of student attendance and punctuality so that student absence marks are followed up rapidly and interventions put in place including same day detentions/inclusion sessions/medical note evidence/home visits/fines/penalty notices/pre court meetings etc. Closer contact with parents and carers to understand the academy's bespoke student needs with a view to tackling reasons behind student absence. Continued high presence of pastoral and leadership staff on corridors and in classrooms to challenge students arriving late to school/late to lesson. Increased awareness and accountability of all staff of their role in driving forwards improvements in attendance. Class teachers, form tutors, pastoral staff. There needs to be a culture of challenge.	CLY/Attendance team/Year Manager Team/EWO	**Daily** analysis of student attendance and actions taken on the day to challenge/verify student absence. **Weekly** analysis of year group attendance and actions taken at whole school level, form tutor level and Year Manager level when necessary. **Half termly** overall analysis of attendance with the attendance team and EWO
				Total budgeted cost:	£35,280

Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
4. To ensure strategic oversight and development of the whole academy literacy strategy. Ensure accurate diagnosis of student literacy/EAL needs to provide targeted, quality assured and impactful interventions that close the gap and address barriers to learning and progress.	**Intended outcomes:** 1. Persistent and widespread issues of poor literacy are tackled. 2. The SEND and English teams work together to share student literacy needs with all staff, to implement the whole academy literacy strategy, to set up quality assured intervention schemes and track student progress frequently. 3. The EAL mentor plays a key role (alongside the SEND and English teams) in developing all staff awareness of EAL student needs. Effective support is in place for those who need it. **Success criteria:** 1. A whole academy literacy strategy is in place, monitored and QAed. Student literacy skills are improved. 2. All staff have a clear understanding about which students need literacy/EAL support and the literacy pathways in place to support them. Teaching and learning adaptations are made to support them. 3. Students who need literacy support have it.	**EEF, 2019** "Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life". **EEF, 2019** "Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7". **Strand and Hessel, 2018** Research in to the achievement of EAL learners highlights the importance of proficiency in English as the best predictor of educational outcomes.	The Literacy Lead for Trinity Academy Bradford has a clear role, knows what she is accountable for and who she is accountable to. Literacy steering group to meet regularly to develop, take steps to implement and quality assure the whole academy literacy strategy. The SEND, English and EAL teams work together to develop curriculum maps and resources for 3 literacy pathways (Nurture, Platinum and EAL literacy support). English teaching staff are put in place to deliver the literacy interventions so that our most vulnerable learners are supported by the most suitable staff. Student reading ages are collated every traditional term and, along with other qualitative data including staff observations and feedback, the right students are on the right literacy pathways without delay. Weekly pastoral cobra updates provide all staff with updates regarding student literacy needs and strategies for supporting them. Key literacy staff and teaching assistants attend CPD sessions to improve their awareness of how our students with the lowest reading ages need to be supported.	MJT/SENDCO/ EWS/NUL/TMT/ SMS/SSH	Ongoing

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
5. To ensure that Year 11 students who are at risk of being NEET are tracked and supported effectively.	**Intended outcome:** Students feel they have full access to careers support when needed. **Success criteria:** 1.NEET figures reduce. 2.Careers tracking is robust for the year 11 cohort . 3.A full careers programme is developed so that all students from year 7 have access to the necessary level of quality careers support.	**Institute for student employers (June 2020)** "Employers are seeking 32% fewer entrants on apprentice or school leaver programmes than originally planned for this year".	Senior Leader Careers Lead in place with strategic overview of careers at the academy. Individual careers meetings completed for all Year 11, as evidenced in tracking. Careers Cobra meeting takes place termly to discuss at risk of NEET students and interventions that can be put in place. Strong links developed between Careers Service and SEND and SWT to ensure at risk cohorts are supported.	NUL/Year 11 Year Manager/Careers Service	Termly
				Total budgeted cost:	£23,520

Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
To ensure students receive access to technology- deployment of devices and further availability of facilities in school, particularly for disadvantaged students.	**Intended outcome:** All disadvantaged students requiring access to technology are supported and receive access to a device, either in school or at home. **Success criteria:** All Year Managers are aware of who needs digital access at home and ensure that these students get the ICT support they need. No students are disadvantaged because of limited access to ICT.	**Remote Learning: rapid evidence assessment (EEF April 2020)** "Ensuring access to technology is key, particularly for disadvantaged students" **Impact of school closures on the attainment gap summary: EEF (April 2020)** "Schools must try to increase access to teaching for key groups"	Year group audit completed to assess which students need digital access at home. Contact made with Bradford Laptops for All team to ensure that all students who need a device at home, can get one. Clear procedure for issuing technology and returning devices to the Academy. Staff know how to identify students in need, and know which staff to look to for support in providing digital access.	Year Managers/ Finance Managers/ IT team	Ongoing Pastoral team to monitor needs of students through Cobra meetings each week.
				Total budgeted cost:	£11,760

ADDITIONAL INFORMATION

The Catch-up strategy is a working document and may be updated and changed in response to need.

Documents referenced are:

- Internal assessment and reporting software
- Internal CPD documentation
- Remote learning: rapid assessment (EEF April 2020)
- Impact of school closures on the attainment gap summary (EEF April 2020)
- Covid 19 support guide for schools (EEF June 2020)
- Actions for schools during the Coronavirus outbreak (DfE July 2020)
- EEF Teacher Teaching and Learning Toolkit
- Institute for student employers (June 2020)
- Communicating Effectively with Families (EEF March 2021)