



COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	510 (543 incl Nursery) KAB 105 KAO	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£40,800 KAB £8,400 KAO £49,200 Total		

STRATEGY STATEMENT

We are confident that King's Academy Oakwood and King's Academy Binfield delivered a comprehensive and challenging curriculum for all of our learners no matter the key stage whilst still prioritising emotional wellbeing and pastoral support. We know however, that despite this, the pandemic has impacted on all of our learners and the time away from face to face teaching has meant that there is catch up work to be done both academically and pastorally.

- King's Academy Binfield and King's Academy Oakwood's catch-up priorities:

- Relationships
 - Restoration of school life
 - Securing relationships
 - Responding to need
- Identifying student's needs:
 - Assessment
 - Plan
 - Do
 - Review
- Ensuring that SEND and Disadvantaged students have not been more negatively impacted than their peers
- Basing teaching and learning updates and CPD on EEF advice, focusing on metacognitive strategies which can be taught in conjunction with subject specific content which will help to cement them as transferable skills
- Self-regulation as learners

- Strong focus on literacy and numeracy
- Pastoral Care is a priority
- Evidence based academic intervention
- Evidence based pastoral intervention
- Emotional Wellbeing - priority for all
- Mental Health
- The overall aims of our catch-up premium strategy:
 - To reduce the attainment gap between your disadvantaged pupils and their peers
 - To raise the attainment of all pupils to close the gap created by COVID-19 school closures
 - To improve attendance that has been negatively impacted based on the COVID-19 school closures
 - To ensure that high standards of behaviour and attitudes to learning are maintained in the return to face to face teaching

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
A	Progress in Maths, low levels particularly in Year 7, poor levels of prior attainment, Particularly around key skills and basic number gaps.
B	Low reading age and poor comprehension
C	Self regulation as learners (aspiration)
ADDITIONAL BARRIERS	
D	Re-establishing routines, behaviour expectations.
E	Student wellbeing, social, emotional and mental health support
F	Attendance

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?
EEF toolkit metacognition to identify areas of development and then act	Effective teaching strategies used in all lessons to support rapid progress.	Combine professional knowledge with robust evidence about approaches that are known to be effective. Refer to: <ul style="list-style-type: none"> • DfE's catch-up premium guidance • EEF's COVID-19 support guide for schools 	Regular drop ins to lessons and reviewing data of key students.	TDe/SLe	Termly
Teaching and Learning CPD offer to focus on routines and expectations as well as <i>efficient teaching practices</i>	CPD targeted to the needs of our staff body against our principle of teaching document.	Principles of teaching built from the teaching standards 2012.	Regular drop ins to lessons reviewing teaching and identifying areas of development acted on in staff training and our CPD offer.	TDe/SLe	Termly
Remote Learning Offer	Students to receive high quality teaching remotely during periods of lockdown.	Remote Learning Policy Based on government advice from <ul style="list-style-type: none"> • Remote Education - Good Practice 	Reviewing lesson expectations and standards of remote learning and ensure that plans have been amended accordingly to ensure that we are able to deliver effective and high quality teaching for all.	JDa	Termly
Total budgeted cost:					£16,000

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?
PASS Testing and analysis	For all students to have a positive score on their PASS testing.	PASS was established by educational psychologists and standardised on 600,000 children,. Results are set against national benchmarks, to see how our pupils compare to the national picture.	PASS testing will be used to prioritise and highlight students for whom their attitude to school or self is holding them back and appropriate interventions will be put in place based on this.	LPh	Termly
Improve SEND teaching practice	All students to make good or better progress regardless of any additional needs	SEND Code of Practice EEF SEND Teaching in Mainstream Schools EEF Toolkit - Individualised Instruction	Reviewing internal data Learning Walks Staff Training Provision maps and intervention reviews and support	NJa	Termly
Academic Support - Period 7	Students to receive additional support to catch them on potential gaps from previous school closures in a range of subjects	EEF Toolkit - Small Group Intervention	Reviewing internal data Student feedback Parental Feedback Collaborative planning	Heads of Faculty	Termly
Maths Support and Intervention	Employment of a Maths HLTA (Start June 7th) to deliver targeted intervention and support to specific students and groups of students in Maths.	EEF Toolkit - Small Group Intervention EEF Toolkit - Individualised Instruction	Reviewing internal data Student feedback Parental Feedback Collaborative planning	JDa/LPh	Termly
PDP Intervention	Small groups of Year 7 students to receive targeted intervention based on gaps in learning in Maths and English.	EEF Toolkit - Small Group Intervention	Reviewing internal data Student Feedback Parental feedback	LPh/JDa/A Se	Termly

Primary HLTA - increase capacity	Small group intervention support for students who require it. Cover to enable teaching staff to work with small groups	EEF Toolkit - Teaching Assistants EEF Toolkit - Small Group Intervention	Reviewing internal data Learning Walks Student Feedback Parental Feedback	JTa/KBa/S Mc	Termly
Brilliant Club - English Year 8 and 9	Improve the outcomes for middle attaining students in English	EEF Toolkit - Peer Tutoring	Regular review of internal data. Liaison with Brilliant Club tutor	SLe	Termly
Total budgeted cost:					£17,100

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?
Behaviour Support Worker employed	All students to display at least good behaviour at all times to ensure that no learning time is lost. Behaviour support provided for those who need it.	EEF Toolkit - Behaviour Interventions	Reviewing behaviour incidents and sanctions to be equitable. Regular monitoring and review of behaviour incidents and interventions.	KSm/LPh	Termly
Mental health training for staff	Staff are able to provide mental health first aid for students.	The importance of mental health has been prioritised for all students, young people and staff.	All staff to be trained in basic mental health first aid.	LPh/NJa	Termly
Attendance and Welfare support officer	School to have high attendance to support with academic progress.	Government guidance on improving attendance in schools	Reviewing attendance figures Reviewing attendance action plans	LPh/VCo	Termly

ELSA	Students to be provided with Emotional Literacy Support	EEF Toolkit - Emotional and Social Learning	Students in receipt of ELSA support to show improved emotional wellbeing which will be regularly monitored.	LPh/JTa	Termly
Total budgeted cost:					£16,100