

# Buckler's Mead Academy - Covid Catch Up Premium Strategy 2020-21



## Background

Catch up funding has been allocated to schools from the DFE to assist them in supporting students to catch up on lost teaching and transaction back into the curriculum expectations over the academic year. Schools have flexibility on how to spend the money and are expected to use the EEF guidance to help in devising strategies to do so. Examples should include small group or one to one teaching alongside programmes to help re-engage students in their learning.

## Research

At BMA we have used the recommendations from both the EEF and guidance paper, highlighting the five levers, on the recovery curriculum from Barry Carpenter. We aim to use best practice and guidance to identify the barriers, risks and solutions to support students to make advances in their learning across the curriculum.

## Approach

We aim to correlate all actions with the existing PP strategy and SEND support to ensure that students who are identified as having the greatest gaps are supported to make rapid and sustained progress across the curriculum.

Barriers to the curriculum		Risks	Solutions	
<b>B1</b>	<b>Access to IT at home in for virtual support, one to one, Home environment for facilitating distance learning</b>	Lack of engagement	<b>Teaching</b>	<ul style="list-style-type: none"> <li>• Google classroom as the platform for access. Teachers ensure all students know how to access the remote learning from home.</li> <li>• Abridged version of Learning Cycle is used- Connect, Describe, Demonstrate/Challenge and DIRT. All remote lessons following SoL.</li> <li>• CPD delivered it to staff to support delivery.</li> <li>• Work is monitored by HoDs and centrally by Assistant Head Teacher</li> <li>• Teaching staff are expected to make reasonable adjustments to the work set online to support SEND students. SENDco working with targeted to students based EHCP to support access.</li> </ul>

			<p><b>Targeted support</b></p> <ul style="list-style-type: none"> <li>• Audit of students to identify IT need across the academy.</li> <li>• Laptops and equipment purchased and readied to supply in the event of full/partial closure for students with IT need.</li> <li>• HoY list of concern students to target for phone calls to ensure engagement.</li> <li>• Year 7 Training on Google Classroom.</li> </ul>
			<p><b>Wider Support</b></p> <ul style="list-style-type: none"> <li>• Support with IT and WIFI where students do not have access at home.</li> <li>• Targeted packages to support individual students with IT solutions</li> <li>• Parental support and guidance around internet safety and the importance of study space</li> <li>• Parental information provided via video and letter to facilitate home learning.</li> <li>• ELearning Software to Support Home Learning</li> </ul>
<b>B2</b>	<b>Greater gaps in literacy with some students not having a routine for reading or access to texts and encouragement to read regularly</b>	Students difficulty in engaging with the wider curriculum	<p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>• Explicit teaching of key tier 2 and 3 vocabulary in all lessons through the learning cycle, knowledge organisers and read to succeed.</li> <li>• New SoL developed to address key vocab and oracy. Students talk through responses before writing, modelling of academic register is being used through workbooks. Part of new approach.</li> <li>• English rewritten sol to focus on reading and writing tasks as part of new sol.</li> <li>• Read to Succeed Activities prepared in the event of full/partial closure.</li> <li>• Developing greater opportunities for oracy and discussion in class. Strategies such as 'cold calling' employed to encourage all students to take part.</li> <li>• All students engage daily timetabled Read to Succeed. New challenging texts purchased to encourage wider range of reading. The introduction of Freya model used to develop vocabulary.</li> </ul>
			<p><b>Targeted support</b></p> <ul style="list-style-type: none"> <li>• Targeted tutoring in small group and one to one based on assessment information for core students in each year group for reading/literacy.</li> <li>• Literacy interventions run by English and SEND team years 7-11.</li> <li>• Teaching staff to carry out Literacy interventions with targeted students.</li> </ul>

			<b>Wider Support</b>	<ul style="list-style-type: none"> <li>• Mixed ability setting in English Years 7-11</li> <li>• The introduction of Literacy Champions for each department</li> <li>• Group sizes smaller where students need additional support</li> <li>• Developing effective interactive classroom displays to promote the importance of vocabulary and reading in each subject.</li> </ul>
<b>B3</b>	<b>A small number of students in each year group have found coming back to school with the expectations, self-regulation, routines and expectations challenging.</b>	Some students may miss further face to face school as a result of increased FTE's and internal isolation	<b>Teaching</b>	<ul style="list-style-type: none"> <li>• All teachers follow the ready to learn approach which has been adapted and updated Autumn 2020.</li> <li>• All staff use the graduated approach and amendments made to the behaviour policy.</li> <li>• Positive behaviour is celebrated every lesson.</li> <li>• Behaviour charter introduced, developed and shared with all teachers.</li> <li>• Timetable continuity between academic years where possible to continue relationships established with staff.</li> </ul>
			<b>Targeted support</b>	<ul style="list-style-type: none"> <li>• Behaviour plans for students developed through additional inclusion meetings once per fortnight.</li> <li>• Referral to Thrive, ELSA and Forest School for intervention.</li> <li>• Case load for intervention work with pastoral family support worker (PFSA).</li> <li>• LSB Bubbles created for students based around EHCP.</li> </ul>
			<b>Wider support</b>	<ul style="list-style-type: none"> <li>• Refocus Rooms allocated for each year group. Systems in place for monitoring and tracking. HoD/HoY monitoring the use of Refocus and taking action to address 'frequent fliers'.</li> <li>• Head of Year Rewards for Student of the Week, Attendance, Behaviour, Attitude to Learning and Kindness. Rewards purchased to support cultural enrichment and capital students may have missed out on during 2020. (e.g. books)</li> <li>• Soft Linked member of SLT for each year group to support with behaviour.</li> <li>• Meet the Tutor evenings in the first 6 weeks to gain parental engagement and partnership virtually.</li> <li>• Class charts used to log positive and negative and act as a bridge between home and the academy.</li> </ul>
<b>B4</b>	<b>Attendance has been impacted</b>	<b>Some students could miss</b>	<b>Teaching</b>	<ul style="list-style-type: none"> <li>• Teachers ensure that where students miss school they are supported to catch up and work is stuck into books.</li> </ul>

	<p><b>uncertainty and concerns around the virus, self-isolating when students become exposed to the virus.</b></p>	<p><b>further school with poor attendance</b></p>		<ul style="list-style-type: none"> <li>• Google Classrooms set up to set work for students having to self-isolate. Common model in place for delivery.</li> <li>• Teachers are informed of absence on day one. Work is submitted online, feedback and monitored by teachers and middle leaders.</li> <li>• Training provided to teachers and students on how to access and use the software.</li> <li>• Knowledge Organisers created to provide overview of studies and support students to learn the 'Big Ideas' of each unit.</li> </ul>
			<p><b>Targeted support</b></p>	<ul style="list-style-type: none"> <li>• Use of academic mentoring and tutoring to support students and address gaps.</li> <li>• Additional capacity created with Student Services to support students' absence and work with families concerned around the virus</li> <li>• Identification of vulnerable students and home visits to facilitate return to the academy.</li> <li>• Additional case load for PFSA style work with additional hours.</li> <li>• Targetted meetings and phone calls held in August/early September to facilitate student return.</li> </ul>
			<p><b>Wider support</b></p>	<ul style="list-style-type: none"> <li>• Creation of additional tutor time within the first 4 weeks of the New Year to allow more frequent contact with students to monitor and support.</li> <li>• Refocus room is used to provide a safe space for students who are anxious.</li> <li>• Safety Controls in place in line with DFE guidance to minimise the spread of the infection and keep students/staff safe.</li> <li>• Student Services and Year Teams monitor attendance and take actions in line with attendance policy.</li> <li>• Purchase of PPE and other supplies to support students to feel safe.</li> <li>• Additional Parental consultations timed for the first 10 weeks of the academic year to address concerns.</li> <li>• Reasonable adjustments in place for individuals with concerns linked to the virus.</li> </ul>

<b>B5</b>	<b>Lower aspiration than previously especially with upper school students and the uncertainty about the examination season for 2021.</b>	<b>Some students may not achieve as well as they could</b>	<b>Teaching</b>	<ul style="list-style-type: none"> <li>• Teachers take every opportunity to link the curriculum to wider potential career opportunities.</li> <li>• Teachers ensure that they make clear links with employability skills in lessons such as organisation, time keeping, presentation.</li> <li>• Teachers make explicit links, where possible, to the new prospects around the future in a post pandemic world – need for greater resilience and need to be adaptable to change and rise in new technology – opening new doors</li> </ul>
			<b>Targeted support</b>	<ul style="list-style-type: none"> <li>• Additional careers support for all students.</li> <li>• Careers lead placed in the Year 11 refocus room to hold individual careers meetings and support with researching and applications to post 16 pathways</li> <li>• Creation of additional capacity to support with CEIAG and Post 16 applications.</li> <li>• Creation of additional capacity to support with targeted CEIAG conversations with students in Year 7-10.</li> <li>• Students identified to commence or continue participation in College courses one afternoon per week from January onwards,</li> </ul>
			<b>Wider support</b>	<ul style="list-style-type: none"> <li>• Formal academic mentoring for students from SLT, careers and wider staff based on inclusion meeting target students</li> <li>• Continue to use links in 14-19 Partnership for opportunities for students to explore pathways and future careers opportunities for all year groups.</li> <li>• Creation of Virtual Work Experience opportunity for Year 10s or modified plans for start of Year 11.</li> <li>• Careers Coordinator and HoY 11 participate in NEET panels with 14-19 Partnership and tracking of applications with specific focus on students that have been most effected by the pandemic.</li> <li>• Parent Information and Guidance evenings created and calendared 20-21</li> <li>• Motivational Speakers to be booked for all year groups 2021.</li> </ul>
<b>B6</b>	<b>For some students, lack of access to the full</b>	<b>Some students may have a more limited</b>	<b>Teaching</b>	<ul style="list-style-type: none"> <li>• Teachers to carefully consider content of their curriculum areas with pre delivery of topic specific knowledge where exposure may affect students understanding</li> </ul>

	<p><b>opportunities school offers may have narrowed their exposure and opportunities outside of Yeovil and limited the development of their cultural capital</b></p>	<p><b>development of cultural capital</b></p>		<ul style="list-style-type: none"> <li>• Teachers to take opportunities using virtual opportunities to ensure students still have some exposure to opportunities outside of their locality to support their curriculum understanding.</li> <li>• Departments developing opportunities/enrichment for virtual experiences as part of SoL and future learning 2021.</li> </ul>
			<p><b>Targeted support</b></p>	<ul style="list-style-type: none"> <li>• HoY to identify key students to invite to extra-curricular and enrichment activities</li> <li>• Targeted leadership roles for students in all Year Groups.</li> </ul>
			<p><b>Wider support</b></p>	<ul style="list-style-type: none"> <li>• Purchase of additional and more challenging texts in Read to Succeed including access online.</li> <li>• Developing enrichment programme to take place within Year Group Bubbles Jan 21 onwards with targeted invites.</li> <li>• Cultural Enrichment activities during AM registration</li> <li>• Building hope- Departments and Year Teams to identify trips/activities for later in 2021 for students.</li> </ul>
<p><b>B7</b></p>	<p><b>Gaps in knowledge across the curriculum. For students who were behind prior to lockdown or for some disadvantaged students the gaps may have widened</b></p>	<p><b>Some students may not achieve in line with their potential</b></p>	<p><b>Teaching</b></p>	<ul style="list-style-type: none"> <li>• Introduction of knowledge organisers across the curriculum for all subjects to outline the key fundamental knowledge students need to know and remember</li> <li>• Baselines undertaken for all year groups to assess gaps in knowledge and understanding.</li> <li>• 20-21 Recovery Curriculum in place for all departments and year groups.</li> <li>• Effective use of Assessment and feedback to identify gaps in learning and to support students for next steps in their learning.</li> <li>• Staff training on retrieval and metacognition to facilitate building knowledge over time.</li> <li>• Learning Cycle- Connect Tasks designed to cover content from previous academic year. Demonstrate/Challenge tasks provide AFL opportunities to assess and feedback to students.</li> <li>• Two mock windows planned for January and March to identify gaps, areas for re-teaching and informing interventions.</li> </ul>

				<ul style="list-style-type: none"> <li>CATS and Eng and Maths baselines to be used in conjunction with the KS2 scores to target work and inform curriculum planning.</li> </ul>
			<b>Targeted support</b>	<ul style="list-style-type: none"> <li>Use of National Tuition for English, Maths, Science for Years 7, Year 10 and Year 11.</li> <li>Subject mentor scheme for Science</li> <li>Recruiting local teachers/ subject tutors for targeted intervention.</li> </ul>
			<b>Wider support</b>	<ul style="list-style-type: none"> <li>Creation of additional teaching time for Year 11s.</li> <li>Purchase of E Learning Software to support independent learning focus on closing gaps.</li> <li>Use of additional staff time to work with students one to one on gaps in literacy and reading,</li> </ul>
<b>B8</b>	<b>Lockdown issues in the community could affect students such as community safeguarding, unemployment, uncertainty around the family finances, county lines and risk-taking behaviours.</b>	<b>Greater risk of disengagement with school and a rise in students experiences SEMH</b>	<b>Teaching</b>	<ul style="list-style-type: none"> <li>Teachers all have a good understanding of the issue's students may face and plan accordingly and use this in their planning.</li> <li>Staff CPD in September.</li> </ul>
			<b>Targeted support</b>	<ul style="list-style-type: none"> <li>Additional capacity created for Counselling, PFSA and Safeguarding to support the additional needs</li> <li>Referrals to outside agencies for students where needed where possible.</li> <li>Fortnightly Inclusion meetings used to identify and target support.</li> </ul>
			<b>Wider support</b>	<ul style="list-style-type: none"> <li>Personal Development lessons to respond to specific aspects within the community over lockdown and taught as a standalone subject areas. All lessons delivered by HoYs and experienced teachers.</li> <li>Appointment of an additional member of the Student services team.</li> <li>Funds available for the purchase of equipment and uniform for families who are in difficulty.</li> <li>Creation of additional tutor time in first 4 weeks to rebuild relationships and support vulnerable students.</li> <li>Reintroduction of a Breakfast club.</li> </ul>
<b>B9</b>	<b>Use of non-specialist rooms for staffing lessons to</b>	<b>Students in come year groups have limitations to</b>	<b>Teaching</b>	<ul style="list-style-type: none"> <li>Arrangements made for students in KS4 to access practical suites and facilities for KS4 subjects</li> <li>All year groups have access to Computer suite for Computing lessons and other lessons that require IT.</li> </ul>

	<b>maintain year group bubbles</b>	<b>accessing the curriculum in full</b>		<ul style="list-style-type: none"> <li>• All teachers to modify the delivery of the curriculum to facilitate delivery within bubbles.</li> <li>• Specialist suites provided in Drama and Music for all KS4 and KS3 where possible to do so.</li> <li>• Use of TAs to support delivery in suites where necessary.</li> <li>• Rewriting Curriculum KS3 to allow for more classroom-based learning in Art and DT.</li> </ul>
			<b>Targeted support</b>	<ul style="list-style-type: none"> <li>• Targeted intervention (out of hours) for students where they have not had full access to appropriate equipment or space to fully access the curriculum</li> </ul>
			<b>Wider support</b>	<ul style="list-style-type: none"> <li>• Look at different models for the school day continually and move to a model of teachers in their own classrooms as and when it is safe to do so</li> <li>• Out of hours/term time sessions</li> <li>• Timetabling to create classroom bases in each bubble.</li> </ul>
<b>B10</b>	Metacognition and self-regulation about their learning. Students are out of practice and routine from time out of regular school.	<b>Risk of cognitive overload on return</b>	<b>Teaching</b>	<ul style="list-style-type: none"> <li>• All teachers use the learning cycle in all lessons to ensure consistency in the approach to teaching and learning</li> <li>• Introduction of knowledge organisers to support students self-directed learning and homework</li> <li>• Teachers plan regular low stake testing and retrieval practice in lessons across all subject areas</li> <li>• Teachers work on road maps of the curriculum will support students understanding of the curriculum</li> <li>• Marking, Assessment and Feedback policies updated to identify and address gaps in knowledge.</li> <li>• Purchase and creation of staff library on Metacognition, Retrieval practices and self-regulation.</li> </ul>
			<b>Targeted support</b>	<ul style="list-style-type: none"> <li>• Academic mentoring to support targeted students in core subjects and support them to get back on track with learning and routine</li> </ul>
			<b>Wider support</b>	<ul style="list-style-type: none"> <li>• Introduction of refocus rooms in every year group to support where students need space, direction, refocus room or pastoral input.</li> </ul>

<b>B11</b>	Transition-Students in Y7 have had a disrupted transition between KS2-3 and gaps in learning caused by lockdown.	<b>Risk of cognitive overload on return</b>	<b>Teaching</b>	<ul style="list-style-type: none"> <li>• CATs testing and No More Marking assessment administered to identify gaps in learning and KS3 starting points.</li> <li>• Baseline assessments in place across subjects.</li> <li>• Smart grouping and adapted curriculum</li> <li>• Phased transition for targeted students to help to adapt to KS3 curriculum facilitated by designation teacher.</li> </ul>
			<b>Targeted support</b>	<ul style="list-style-type: none"> <li>• SEND support for targeted students known to the academy prior to September.</li> <li>• Maths additional targeted tutoring based on baseline data.</li> <li>• The National Tutoring Programme for targeted students.</li> <li>• Induction support Term One for vulnerable students at risk of not accessing the curriculum.</li> </ul>
			<b>Wider support</b>	<ul style="list-style-type: none"> <li>• Induction Day held September 3<sup>rd</sup>.</li> <li>• Appointment of a Deputy Head of Year to provide additional capacity to work with Year 7 students.</li> <li>• Virtual Transition information evenings set up.</li> <li>• Experienced tutor team created to support the students.</li> <li>• Located in Humanities block bubble area for access to canteen and facilities.</li> </ul>

