

HOLLINGWORTH ACADEMY CORONAVIRUS (COVID-19) CATCH-UP PREMIUM STRATEGY OUTLINE

The Government COVID-19 Catch-Up Premium has been established to mitigate the effects of the unique disruption caused by Coronavirus. The grant will only be available for the 2020-2021 academic year.

Schools should use this funding for specific activities to support pupils to catch up for lost teaching time over the previous months. To support schools to make the best use of the funding, the EEF has published a support guide:

<https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools>

OVERALL STRATEGY AREA	SPECIFIC STRATEGIES
Teaching and whole-school strategies	<ol style="list-style-type: none"> 1. Supporting quality First Teaching via CPL Programme. 2. Implement the remapped curriculum across school. 3. Transition support for Year 7. 4. Frequent low stakes quizzes to ensure all pupils (including disadvantaged pupils) experience success and celebrate the acquisition of knowledge. 5. Whole School Intervention Plan developed: including the NTP programme of online tuition established; after school revision programme.
Targeted approaches	<ol style="list-style-type: none"> 1. One to one and small group tuition for Year 11 and disadvantaged pupils. 2. 1:1 tuition for disadvantaged pupils in Y10 3. Intervention programmes in literacy and numeracy. 4. After school intervention for targeted pupils/classes.
Wider strategies	<ol style="list-style-type: none"> 1. Supporting engagement of parents and carers. 2. To support measures that ensure pupils attend school. 3. To support pupil wellbeing. 4. To support the continued development of online/remote learning resources.

ACADEMY NAME:	Hollingworth Academy
AMOUNT OF COVID-19 CATCH-UP PREMIUM :	£108,000
NUMBER OF PUPILS ON ROLL:	1350

STRATEGY AREA	SPECIFIC STRATEGY	SUCCESS CRITERIA	COST	IMPACT
Teaching and Whole School Strategies	<ul style="list-style-type: none"> • Frequent Low Stakes Testing to improve pupil assessment and feedback. To improve knowledge of gaps and celebrate success. • A key strand of our remapping of the curriculum and realigning learning. 	<ul style="list-style-type: none"> • Regular data collection. • Gaps identified provide feedback for intervention. • Reduce barriers to learning. 	£9,000	ngoing
Teaching and Whole School Strategies	<ul style="list-style-type: none"> • Year 7 transition. • Literacy TLR Holder. • Numeracy TLR Holder. • LPA pre-school intervention programme. • Literacy Co-ordinator. • Materials and resources. 	<ul style="list-style-type: none"> • The postholders have an overview of progress for all Year 7 pupils and work to ensure that the appropriate interventions are in place and that the provision is monitored and evaluated. • The postholders also have responsibility for the school's timetabled literacy/numeracy lessons in Year 7. • Learning and Progress Assistants are employed from 8.40am to 9.00am each day to deliver the various intervention sessions mentioned above. • Various resources and materials brought in by the school to use during intervention sessions. • Co-ordinates literacy catch-up sessions and offered further interventions and support for Year 7 pupils. Monitoring progress and reporting back to the literacy TLR holders and the SENDCO. 	£16,218	Ongoing

Targeted Academic Support	NTP 3:1 Programme <ul style="list-style-type: none"> • 60 hours per week purchased. • 15 hours per pupil. • 52 pupils identified through CTG report. • No GCSE lessons used to deliver tuition. • Focus on Year 11 pupils. • Core subjects. 	<ul style="list-style-type: none"> • Access for targeted pupils to get small group support in specific areas. • Pupils that are targeted to attend, have at least 90% engagement in sessions. • Pupils to improve by at least one grade in target subject from baseline starting point. • Pupils engage enthusiastically with this. • Reduce barriers to learning. 	£9540	Started 10 th December
Targeted Academic Support	<ul style="list-style-type: none"> • 1:1 tuition for disadvantaged pupils in school. • 1:1 online home tuition. • CTG reports to help identify pupils in Year 7 • Liaise with SENDCO and PP Co-ordinator to identify need in other year groups. • Liaise with HoDs to identify need in other year groups. • Support for all year groups. • Year 7: 75 Pupils • Year 8: 77 Pupils • Year 9: 73 Pupils • Year 10: 71 Pupils • Year 11: 69 Pupils 	<ul style="list-style-type: none"> • Access for targeted pupils to get 1:1 support in specific areas. • Pupils that are targeted to attend, have at least 90% engagement in sessions. • Pupils to improve by at least one grade in target subject from baseline starting point. • Pupils engage enthusiastically with this. • Reduce barriers to learning. 	£13500	Started
Targeted Academic Support	<ul style="list-style-type: none"> • Resources provided for online lessons for pupils who are isolating. • Disadvantaged pupils are first priority. • Laptops lent out. • Dongles purchased. • Wi-Fi provided where needed (where a 4G signal is weak). 	<ul style="list-style-type: none"> • Pupils to have a laptop/Chromebook to use at home for the academic year until July 2021. • Pupils to have access to the internet, either through a dongle and 4G contract, or to be provided with Wi-Fi access. • Reduce barriers to learning. 	£10,000	Started

	<ul style="list-style-type: none"> 172 pupils identified as having inadequate access to laptops and/or internet access. 			
Targeted Academic Support	<ul style="list-style-type: none"> Strategies to maintain attendance and mitigate against further loss in pupils' learning. 	<ul style="list-style-type: none"> To deploy a robust range of measures to ensure pupils attend school. To support parents and carers in ensuring pupils attend. Reduce barriers to learning. 	£25000	Started
Targeted Academic Support	<ul style="list-style-type: none"> Be the Best. 	<ul style="list-style-type: none"> Resources bought, including study packs, conference speaker. Reduce barriers to learning. 	£4000	1 st March 2021
Targeted Academic Support	<ul style="list-style-type: none"> Year 11 After School Revision Programme. Prom rewards. 	<ul style="list-style-type: none"> Pupils attend revision sessions. 100% attendance. Credit gained for each session attended to go towards the cost of the Prom. Improved engagement. 	£7000	January 2021
Targeted Academic Support	<ul style="list-style-type: none"> Year 11 lesson 6 intervention. 	<ul style="list-style-type: none"> Intervention should plug gaps in subject knowledge and prepare pupils for their examinations. Reduce barriers to learning. 	£5000	Ongoing
Targeted Academic Support	<ul style="list-style-type: none"> Provide paper based resources for pupils without access to a laptop or the internet. All year groups. All pupils. 	<ul style="list-style-type: none"> A bank of resources for every subject in each year group for every pupil. Reduce barriers to learning. 	£500	Completed

Targeted Academic Support	<ul style="list-style-type: none"> Year 7 CAT Tests. 	<ul style="list-style-type: none"> To benchmark progress. Accurate tracking of progress. Accurate intervention identified. Reduce barriers to learning. 	£3400	Completed
Wider Strategies	<ul style="list-style-type: none"> Parental engagement. Purchase online Parents' Evening Programme. 	<ul style="list-style-type: none"> Parents' Evening conducted remotely. High attendance / engagement. Targeted attendance for vulnerable / disadvantaged pupils. Reduce barriers to learning. 	£5800	
Total Amount Spent			£109,000	

Additional comments/evaluations (if required):

We have based our decisions on where to direct the Covid-19 Premium funding on the following key findings:

- 1) **Pupils at the Hollingworth Academy respond well to teaching support in small groups; historically this has been offered to small cohorts, the funding gives us the opportunity to deliver to a wider cohort. This will enable gap filling and enhance classroom time to work on stretch and challenge, improving the ambition of our youngsters.**
- 2) **The difficulties with technology coverage for our pupils reflect the levels of deprivation in the area.**
- 3) **To support parents and carers with pupils attendance to mitigate further gaps in learning, particularly with GCSE pupils and disadvantaged pupils.**
- 4) **To continue to support Year transition into school.**



EQUITY EXCELLENCE ENTERPRISE ENGAGEMENT