

# COVID-19 Catch-up Premium Report

## COVID-19 Catch-up Premium Spending 2020/21: Summary

SUMMARY INFORMATION			
Total number of pupils:	964	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£77 120		

## STRATEGY STATEMENT

From the commencement of the first lockdown in March 2020, Arena Academy has been focused on ensuring that the effect of these periods of school closure has had the least disruptive impact on the students.

To ensure that all students were able to access the remote learning provision several measures had to be enacted to enable this to occur. These included ensuring that all students had access to a laptop or similar device. At particular risk were the families containing several children with only one device being available. Through a combination of private donations, DfE and school laptops we were able to meet the demand – just! Additional resources were provided by the school in terms of additional equipment and materials which were required for subjects which were not able to be completed online (Art, DT, etc)..

Of paramount importance throughout the whole of the pandemic was the mental and physical well-being of our students. Additional support was given to all students by ensuring that they all received a weekly welfare check. Additional support was given through food parcels and meals to our most vulnerable or free school meal students.

The focus of the Catch Up funding is twofold:

Firstly to ensure that any gaps in knowledge which may have occurred during this time will be addressed in order that students are supported to regain any lost ground and achieve their potential. This will be done through a combination of initiatives as outlined in the action plan below.

Secondly to ensure that the mental well-being of students is supported and they are integrated back into school. Additional training and support will be given to staff to enable the most effective support to be given.

## Barriers to Learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

1	A full curriculum was delivered to students, however, the remote learning environment was not conducive to practical subjects, IT and PE. Staff adapted their schemes of work wherever possible, but gaps in knowledge will have occurred.
2	Not being able to discuss work and ideas with peers restricted academic progress. Conversations over 'Teams' was often limited to a few responders whilst most of the students remained hidden on the screens. However, the quality of the work produced indicated that many had engaged with the work.
3	Development of literacy and reading skills was limited as much of the work done over 'Teams' restricted the use of text books, reading books and opportunities to read as a class. As a result reading ages showed little improvement and many students did not make the expected progress in regards to their ability to read and understand text.

### ADDITIONAL BARRIERS

#### External barriers:

4	Students social skills were reduced as opportunities for students to interact were limited. Opportunities for discussion was restricted and this led to a lessening of opportunities for language and oracy development.
5	Although each day started with a physical workout of varying kinds, the opportunity for students to gain extended periods of exercise were reduced. Throughout the lockdown students were encouraged to eat healthily and maintain a balanced diet -however like most of the nation many students admitted to binging on junk food and takeaways as comfort food.

6	Many students experienced bereavement during the Covid pandemic with the loss of family members. Often students were required to act as carers for family members who were ill, or look after younger siblings – helping them with their learning rather than focusing on their own work.
7	Many family suffered financial hardship due to loss of earnings during the periods of lockdown causing considerable stress and anxiety to many families. To mitigate this Arena Academy established weekly food banks to help those in need. T

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?	Lead	When will you review this?
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Staff to be trained on the effective use of Visualisers	Staff and students interact with work to show areas of development	Effective feedback tool which highlights both model answers and common misconceptions.	Quality assurance monitoring of lessons through drop-ins, paired observations and feedback in books	KTA	End of academic year
Analysis of remote learning	Staff identify which elements of remote learning are beneficial to keep. Resources developed through remote learning include the use of Microsoft forms, quizzes, breakout rooms	Many aspects of remote learning developments are evident in lessons.	Staff survey will identify areas of strengths of remote learning. QA of lessons will identify best practice which will be shared during CPD sessions.	KTA	On going throughout the year.
Staff CPD to further develop remote learning in the event of future lockdowns	Further work to be done on the use of breakout rooms, supporting SEND pupils, and assessment and feedback	Feedback from previous lockdowns identified areas of concern and where improvements need to be made.		KTA	
Implementation of the coaching model to improve the quality of teaching	All staff are allocated to a Coach to address identified areas for improvement	Teachers are able to identify areas for improvement on an individual basis		KTA	At the end of each term
Total budgeted cost:					£3000

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?	Lead	When will you review this?
Support all students with accessing National Tutoring Programme	Identified students have access to the NTP programme both in after school hours in school or via online learning at home.	It is well evidenced that the NTP can help to <a href="#">close these gaps</a> : During the lockdown, for a variety of reasons including poor attendance of some students, gaps in knowledge occurred. Although the curriculum was delivered to the best of a faculty's ability – it cannot replace and have the same impact as face to face teaching	A register of attendance will be coordinated through the tutors. Content covered by the tutors will be monitored by each Head of Faculty.  All students given the opportunity to attend NTP Tutoring over the twelve months.	MNE & DH	At data collection and assessment points
Students in all years need to be provided with the correct resources to be able to access resources to enable them to study both with their tutors and independently.	Students in Years 10 and 11 to be given revision guides in all subjects studied at KS4  Students will be encouraged to use GSCE Pod and other online learning platforms to consolidate their learning.	There is a large <a href="#">attainment gap</a> , particularly for disadvantaged students. Students need to be provided with the support materials required to enhance their learning.	Monitoring of GSCE to determine which students are not logging on.  QA of revision guides/workbooks to ascertain whether students are independently covering the identified topics.	MNE. DH	After each assessment point
Form Time Recovery materials targeted at individual needs	Students to use PLCs (Personalised Learning Checklists) to identify areas for improvement. Form Tutors to liaise with subject teachers for support work	Short bursts of information can aid retention skills when retrieval practices are introduced on a regular, frequent basis, rather than long spells which leads to students losing concentration.		DH KBL	On going throughout the year.

Increase the aspirations of students by establishing Career guidance	Digital Innovation and Career Fit (Trust-wide initiatives) for every Year 11 student and targeted Year 10 students	<a href="#">External studies</a> show that this programme has impact on these areas, particularly those who are in danger of becoming NEETs. Lack of focus on end goals can lead to students becoming disengaged and disheartened.	Monitoring of Career Fit to establish how many students have accessed the programme. All students will have careers interviews with dedicated school Career Advisor. The intention is that the number of NEETs is zero.	JPY MB	End of Academic Year 2020/21
All Year 11 students given study booklets on how to revise and the content to be covered prior to End of Year Assessments in March	Students in Year 11 given a series of revision lessons after school prior to the commencement of examinations. 'How to Revise' booklet and study skills advice was given during the form programme. Parents were invited to attend an online 'How to help your Child' forum.	Students advised staff that they lacked the knowledge and skills of how and when to revise. Giving student the tips and guidance in how to get started gave them a foundation on which to build. All students were given a revision 'goody bag' containing post its, highlighters, revision cards etc. to ensure that they had the equipment and materials needed to revise.	Head of Year 11, Form Tutors and Quality of Education team to monitor and hold drop in 'surgeries' for students requiring additional support.	ASN SWA	August 2021
All Years 7 – 10 students were given study booklets and exam content prior to their end of year examinations	All students were supported with their revision skills both during form time and curriculum time.	Students require guidance in how to revise as many do not know how to get started and consolidate such a vast quantity of information.	Heads of Year and Form staff monitored the students revision timetables to ensure that all were engaging with the process.		End of Year examinations.
Total budgeted cost:					£50,000

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?	Lead	When will you review this?
Additional small group teaching through BCU trainees	18 trainees from BCU were assigned to Year 11 students to support their learning in English Mathematics and Science – the focus was on enabling underachieving students to provide the evidence required for their GCSE in supervised conditions.	Teaching students in small cohorts enables targeted interventions to take place relevant to the needs of the students.	Trainee teachers report back to Heads of Faculty on the progress made by students	KTA HNE	Summer 2021 GCSE results



<p>Develop a culture of reading to enable students to have greater access their learning</p>	<p>Accelerated Reader in place for Year 7 students</p> <p>Reading Plus to be trialled in summer term pending full introduction</p> <p>DEAR time to be introduced period 5 each day from Sept.</p> <p>Library facilities to be re-established</p> <p>Friday literacy focus in form time</p> <p>CORE Education Trust will implement reading strategies from September across all CORE schools through the Reading Satellite.</p>	<p>All students have fallen behind in their reading skills due to the lack of availability of books during lockdown, Libraries were closed and the school library had to be moved to storage due to needing the rooms for zones.</p> <p>Students missed the opportunity for paired reading, reading whole class texts, and</p>	<p>Students in Year 7 will complete the GL Assessments to determine reading ages and gaps in knowledge.</p> <p>Literacy Lead will monitor progress of students and lead on Reading Plus.</p>	<p>NYE CHS</p>	<p>Review results of trial at end of summer term then end of each term from Spet 2021</p>
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<p>Improve the physical well-being of students by encouraging participation in sporting activities</p>	<p>Every day throughout the period of remote learning the students engaged in various activities (often with their parents) aimed at reducing screen time,</p> <p>Three weeks of summer school enabled students to take part in many physical activities aimed at teamwork, and new challenges.</p>	<p>Students spent too much time in front of the IT screens which affected their well-being. Lessons were cut short by ten minutes for a screen break and students were encouraged to go for a short walk round the garden or do some exercises to clear their heads.</p> <p>Staff were asked to set tasks which did not require time spent at the screen</p>	<p>Participation in remote learning activities and subsequently engagement in activities in school was monitored by Heads of Year.</p> <p>UK Active led the sessions in the summer which incorporated a 'One Year to the Commonwealth Games' day.</p>	<p>KJO PE dept</p>	<p>On going through lockdown and summer term 2021.</p>
<p>Healthy Eating was a focus throughout the period of lockdown and the subsequent return to school</p>	<p>The school introduced a ban on 'fizzy' drinks during the summer term with children encouraged to drink water.</p> <p>Children of disadvantaged backgrounds were provided with meals and food parcels throughout the period of lockdown and into the summer term.</p> <p>Students were given advice on how to eat healthily and avoid snacking whilst being at home</p>	<p>Being dehydrated can lead to a lack of concentration subsequently leading to lower rates of progress being made with their learning.</p> <p>The research shows those from lower income households are far more likely to eat less healthily due to a lack of routine, lack access to healthier food and drink options and are also <a href="#">less likely to have more home cooked meals</a> while living in lockdown when compared to those from more financially stable backgrounds.</p>	<p>The number of families attending the food banks indicated the level of deprivation families were going through during the periods of lockdown.</p> <p>Many families suffered financial hardship due to reduced incomes during the pandemic, through the generosity of many companies, and school food parcels, Arena Academy did their best to support the community so no child went hungry.</p>	<p>RMA CKI Welfare Team</p>	<p>Spring and Summer terms</p>

<p>As previously mentioned there was a significant lack of opportunity for students to develop their 'Cultural Capital' during lockdown</p>	<p>Opportunities to take part in Echo Eternal Drama production.</p> <p>Students encouraged to take part in the Olympic themed sports day.</p> <p>Students participated in various charitable activities to ensure those less fortunate were supported.</p> <p>At the end of lockdown Y11 students were able to take part in their 'graduation' and Prom</p> <p>The introduction of CORE Cares will greatly enhance the opportunities the students undergo to enrich their creative and sporting experiences.</p>	<p>When the lockdowns occurred students became isolated and unable to interact with other students or go to places of interest with family or friends.</p> <p>It greatly reduced the opportunities to experience life beyond the home</p>	<p>It has been limiting to be able to invite speakers into school, or take students on educational visits to widen their horizons</p> <p>Students would normally have visited Universities but these were done virtually.</p>	<p>JDH CHA</p>	<p>End of summer term 2021</p>
<p>In order to communicate with parents/carers the school invested in School Cloud</p>	<p>All Year groups had a virtual parents evening – enabling form tutors and subject teachers to have one to one meetings with parents to advise on their child's progress</p>	<p>Lack of direct face to face communication with parents impacted on the triangulation of support of teacher/parent/child resulting in the progress of some students being affected.</p>	<p>Attendance at the Parents Evening was monitored.</p> <p>Feedback from Parent survey indicated that they were grateful for the opportunities to speak to teachers and that the new system on School Cloud was better than face to face – no long queues etc.</p>	<p>FKH</p>	<p>End of summer term 2021</p>

<p>Increased welfare support during the pandemic and new pastoral structure in place</p>	<p>Introduction of 'Whisper' reporting system</p> <p>Re-structuring of Pastoral Team enabled five Year Coordinators to be appointed enabling more increased number of students in need of support.</p>	<p>Nationally the number of people who suffered mental health issues during the pandemic rose significantly. This included cases of anxiety and stress, eating disorders, bereavement</p>	<p>Heads of Year and the Welfare Team kept accurate records of students who accessed their services</p> <p>All students were given a mentor during the period of lockdown who 'touched base' with them once a week</p>	<p>CKI Pastoral Team</p>	<p>On going throughout the year.</p>
<p>Total budgeted cost:</p>					<p>£25,000</p>