

Catch Up Premium Strategy Plan

Summary information			
School	The Oldham Academy North		
Academic Year	2020.2021	Total budget	£96800
Total number of pupils	1340	Date for next internal review of this strategy	04/01/2021

1. Barriers to future attainment & progress due to COVID-19

In-school barriers (*issues to be addressed in school*)

A.	Independent home learning: Significant numbers of students in all year groups do not have the expected motivation and resilience to learn at home or they do not have the basic resources to access online provisions in place
B.	Insufficient progress made in key groups: The progress of SEND, HPA and our boys [especially white British PP] has presented a wider gap to their peers
C.	Absence of opportunities to build on 'Cultural Capital': Cultural capital is the build of essential knowledge through a wide range of experiences, it helps students' build up a schema to access their curriculum

2. Outcomes

	Desired outcomes	How they will be measured
A.	Improve the outcomes for all students, especially those who belong to key groups such as PP, HPA and SEND	<p>Maths and English 4+ Basics to be in line with FFT5 and exceed National Average.</p> <p>All key groups [PP,HPA,SEND] to achieve in line with their peer groups nationally for both P8 and Att8</p> <p>KS3 outcomes to be in line with peers and show positive trends against in school benchmarks</p>

B.	Improve the proportion of students achieving 4+/5+ in the Basics, Maths and English, outcomes	Maths and English 4+ Basics to be in line with FFT5 and exceed National Average. Improved parental engagement evidenced by CPOMs reports Quality first teaching in English and Maths lessons as evidenced through PAM reports
C.	Improve the numeracy levels of all students at KS3 and KS4	All pupils in KS3 in line, or exceed, in math attainment against in-school PA benchmarks PP pupils achieve in line with non- pp students in maths in KS3 and KS4 KS4 4+ basics in line with FFT5
D.	Create opportunities for enhancing 'cultural capital' through extracurricular and in-class experience	All students could attend extracurricular clubs for subjects Gatsby Benchmarks exceed national average All subjects to have clear careers links within curriculum plans and that these enhance provision and link to students' wider cultural capital

3. Planned expenditure - Quality of teaching for all						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date	Review Comments
All students (including those in key groups) can meet or exceed their FFT target as they receive quality first teaching every day.	A significant investment of time and money into the staff CPD programme, including both teaching and support staff. Y7 Baseline tests used to identify who need Wave 1 support in lessons, as well as those who need more targeted support as well Saturday training for NQTs to enhance research led	'Improving teaching quality generally leads to greater improvements' EEF (Education Endowment Foundation). 'There is particularly good evidence around the potential impact of teacher professional development' (EEF).	-Ongoing quality assurance including lesson observations, learning walks and work scrutiny. -Research led CPD based around Rosenshine's principles of instruction -Conducting staff feedback on the CPD programmes. -Continuing to develop and grow the MLT and now work more closer in the development of ALT.	MBO	04/01/2021	

	<p>pedagogical skills surrounding retrieval, questioning and feedback</p> <p>'Achievement sessions' are available for 11 students as morning, before school, sessions to provide students with additional support in their GCSE subject areas by qualified teachers. They will be in small group tuition</p> <p>All classrooms are equipped with resources that aid and enhance student learning as well as support quality first teaching</p>					
<p>Ensure the delivery of remote learning is effective to provide sustained support for students progress</p>	<p>All students have access to equipment and connectivity</p> <p>CPD around teaching quality and pedagogy for online learning</p> <p>Students to have sessions on how to study and work independently</p> <p>An effective home learning policy to be implemented to support students</p>	<p>The EEF predicts that school closures will widen the attainment gap between disadvantaged children and their peers, likely wiping out progress made to narrow the gap since 2011. Estimates for the gap widening range from 11% to 75%</p>	<p>Completion rates of home learning is above 90%</p> <p>The gap between PP and non-PP attainment in all year groups reduces</p> <p>Quality assurance of home learning is robust and shows QFT that is accessible to all students</p>	CCO/LMI	04/01/2021	

	Focused tuition on numeracy and literacy for all 22 EHCP students led by DSENGO, 1hr per week for each student					
Total budgeted cost						£57000

4. Planned expenditure - Curriculum						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date	Review Comments
To ensure all students, including our most disadvantaged, achieve outcomes in maths in line with their peers nationally	Liase and receive specialist support using the Lead Education Specialist form the White Rose Maths hub to receive feedback and improvement strategies for all students, inc Y7 and Y11, following the maths curriculum	The attainment gap of disadvantaged students compared to non-disadvantaged students in maths is -13%, maths attainment at KS4 was 61% compared to 72% nationally for 4+. Over 1/3 of students [approx. 37%] arrive with numerical skills below expected standard levels of progress, baselines have highlighted this gap does not/has not reduced into higher KS3 years	Learning walks, work scrutiny and student voice shows effective implementation of the curriculum Student outcomes in maths at KS4 are in line with those nationally for 4+ and 5+ Student outcomes in KS3 maths show positive progress through the curriculum when benchmarked against in school FFT measures	RMC/MBO	04/01/2021	
A more dynamic and innovative curriculum to enhance and build on cultural capital across all subjects	Supporting faculty budgets to enhance the curriculum experience for students, including supporting subject careers, extra-	'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and	Quality assurance of the curriculum, including student voice, learning walks, quality of education meetings will show positive trends in long	RRO/KQU	04/01/2021	

	<p>curricular or enhanced resources</p> <p>Middle leader training and CPD-focused off site training led by SLT to train middle leaders in cultivating cultural capital within the curriculum and the holistic understanding of the disadvantage gap within attainment</p>	<p>helping to engender an appreciation of human creativity and achievement. 'Ofsted 2019 Students need to be building a body of knowledge that they are able to commit to long-term memory, draw from and build on, limited opportunity outside means the curriculum must provide this for our students.</p>	<p>term learning, climate for learning and precision planning</p> <p>Gatsby Benchmarks will be above national average, with students receiving a vast array of experiences to keep their aspirations on track</p> <p>Outcomes in all areas show an increase based on previous trends</p>			
Total budgeted cost						£13000

5. Planned expenditure – Targeted support						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date	Review Comments
Our students, particularly in year 7, 'catch up and keep up' with essential literacy and numeracy skills needed for secondary level. This drives their progress and sees the students making, or exceeding, at least expected progress in their ongoing English and Maths curriculum, reducing the	Baseline test data will be used to generate a list of students at risk of underachievement due to lack of foundational skills in literacy and numeracy, these students will form part of the following groups for KS3: 'Minimum maths' 'Reading box' 'Corrective reading'	'Schools need to diagnose pupils' needs as soon as possible in order to put in place effective support to help those falling behind to catch up'. (EEF) 41% of our most disadvantaged students in Y7 are showing they are below expected progress levels for numerical ability.	Ongoing reviews by the SENCO of the quality of intervention sessions Reading age data of year 7 students attending literacy and numeracy interventions to show positive progress. A robust plan of CPD [x3 hours] is drawn up by the Maths team to aid catch	DBA/MBO	04/01/2021	

historical gaps between key groups and their peers.	CPD on to how to effectively teach numeracy will be ran by a fully qualified teacher to support non-math specialists deliver the intervention	Average reading ages show an age gap of 3.1Y between SEND [8.7Y] and their Non-SEND peers [11.8] entering from KS2	up students with additional maths support Use the Post holders in literacy and numeracy to forensically track progress of targeted students			
Year 11 outcomes to be in line with national average for all subject areas	Year 11 Intervention Programme	All Year 11 students received targeted intervention in all of their subject areas from September ensuring they have more contact time with their class teacher or a subject specialist to close gaps in their learning. Year 11 students have intervention or independent study every day after school for at least 1 hour. All students are provided with targeted support in all of their subjects, provided with home learning and explicitly taught independent study skills in order to improve the attainment 8 and progress 8 score for all students.	Data led selection for subject and students Weekly COBRA meetings to action strategies and target students Attendance to extra interventions is high Student outcomes improve each data capture	MBO		
Total budgeted cost						£20,000

6. Planned expenditure - Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date	Review Comments
Ensure all students are supported using equity-focused approaches to learning loss	<p>Provide support for families and children whereby connectivity or remote learning is not the solution to learning loss by providing additional educational resources with clear and supportive guidance</p> <p>SENCO/DSL to identify students who are likely to have the biggest gaps in knowledge as a result of situations during the Covid-19 lockdown</p> <p>Identify and support our most vulnerable students to access education on a needs must basis to support a child/children for funding</p> <p>Ensure all students have the correct network of support for confidence and mental health</p>	<p>The EEF predicts that school closures will widen the attainment gap between disadvantaged children and their peers, likely wiping out progress made to narrow the gap since 2011. Estimates for the gap widening range from 11% to 75%. Disadvantaged students will face specific challenges.</p>	<p>-The progress of the identified students shows a positive trajectory in all subjects, in particular Maths and English</p> <p>-The attendance of these students remains high and where students aren't able to access the physical academy the home learning completion rates is high</p> <p>-Parental engagement and support is regular and recorded through CPOMs</p> <p>-The attitudes and behaviour of these students is at least 'good'</p>	DBA/RPE	04/01/2021	
Holiday clubs to support enrichment and educational outcomes	Staff and support staff to run sessions in school holidays that support a wide range of outcomes	'It is the essential knowledge that pupils need to be educated citizens, introducing them	<p>Holiday sessions are well attended [90%+]</p> <p>Student voice</p>	RRO/KQU		

	<p>such as attainment, cultural capital experiences, confidence, wellbeing, careers experience etc.</p> <p>Holiday provision for our most vulnerable students to improve their confidence, wellbeing and engagement within education</p>	<p>to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement. 'Ofsted 2019</p>	<p>Staff voice</p> <p>Parent voice</p>			
Total budgeted cost						£6800
Grand total budgeted cost						£96800