



THE CONSORTIUM
ACADEMY TRUST

Catch Up Premium Strategy Statement

The Coronavirus Pandemic has placed children and young people in unprecedented times with significant periods of lost teaching. We must be aware that the impact of lost teaching will be felt for a number of years to come within education.

In a support to address the legacy of lost teaching, the Government has allocated a one-off payment to all schools and academies to ensure that support can be offered to learners in the school environment to move forward and accelerate progress, maximising opportunity to succeed in their academic studies.

This single funding total allocated to each academy will be spent in the most appropriate way for individual learners, cohorts and circumstance to deliver a bespoke package of support relevant to each individual academy.

The impact of the funding available to each academy will be reflected in the sustained academic performance over the coming years. Local Governing Boards will hold Headteachers and Senior Leaders to account for the impact of their strategy.

School overview

| Metric | Data |
|------------------------------------|-------------------------|
| Academy Name | Winifred Holtby Academy |
| Learners on role | 1323 |
| Proportion of disadvantaged pupils | 46.8% |
| Proportion of SEND learners | 17.8% |
| Total Catch Up Premium allocated | £104240.00 |
| Strategy Published date | October 2020 |
| Review dates | Easter 2021 |
| Catch Up Premium lead | K Farmer |
| Governor lead | V Tennison |

Good Teaching priorities – strategies identified to maximise good teaching to move learners forward

| Measure | Activity |
|--|---|
| Develop teacher expertise in <i>modelling</i> to help develop students' metacognitive strategies | Plan subject specific training Develop a directory of excellence Identify links in the SOL which address the use of modelling. |
| Develop teachers' effective use of visualisers to support <i>modelling</i> and as a tool to provide effective remote teaching, when required | All staff training completed in the use of the visualisers and using MS teams for remote teaching. |
| Develop and refine assessment for learning strategies that informs effective planning for learning and progress | Use a blend of AFL in live teaching and use on-line strategies with self-marking capacity to identify gaps to inform future planning. Develop homework strategies to assist in the identification of gaps. |
| Projected spending | £7000- online assessment packages |

Targeted academic support – strategies identified for individual or cohorts of learners where additional support is required

| Measure | Activity |
|--|--|
| YIPIYAP academic mentoring and closing the gaps | Increase the number of intervention days allocated across the core and humanities subjects. Current 8 DPW – catch up increased to 20 DPW |
| Reading army 39 hours of small group reading intervention. | Reading recovery using the reading army. Aimed to engage learners in wider reading and increase reading age to age related expectations. (All support lessons identified on TT cost estimated at £80,000) |
| Small group and 1 to 1 on-line tutoring | Use NTP to provide online learning provision.(Headsets required too) |
| Out of hours learning opportunities, evenings, weekends and holiday sessions. | 100x 3 hours sessions |
| Speech and language therapy for learners entering the academy below age related expectations | Provide 15 days of support for bespoke support |
| Projected spending | £90,000 |

Wider strategies for support – many learners will benefit from wider strategies to enable them to access learning and additional academic support

| Measure | Activity |
|---|--|
| Ensure learners are clear about future pathways and opportunities | Support learners with their choices for the future with bespoke academic mentoring.(HOP Funded) |
| Ensure lack of learning materials is not a barrier to independent learning. | Purchase bespoke revision materials for identified pupils who required support but are not DA. |
| Projected spending | £19,000 HOP £7000 catch up funding. |

Monitoring of the Catch Up Strategy

| Area | Review Date | Impact/Review Statement |
|------------------|-------------|-------------------------|
| Teaching | | |
| Targeted support | | |
| Wider strategies | | |

Review: aims and outcomes 2020/21

| Aim | Outcome |
|-----|---------|
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| | |
| | |

Access to National Tutoring Programmes to supplement in school strategy:

| Strategy | Rationale |
|------------------------------------|--|
| 5-16 National Tutoring Programme | |
| 16-19 Fund | N/A |
| Academic Mentors | WHA has seen many benefits from the use of academic mentors over the past 4 years and this is a strategy we have continued with this year. The funding has allowed us to increase the support available by 7 days per week across core subjects |
| Reception Early Language Programme | N/A |