



COVID-19 Recovery Catch-up Premium

National Context

The Department for Education provides additional funding to schools to support in helping pupils catchup due to enforced school closures. Whilst Alcester Academy provided a rigorous package on online learning, this premium is used to identify, target and intervene with pupils who have 'fallen behind' in their academic and wellbeing progress. As the nation recovers from the pandemic, Alcester Academy have ensured that academic, wellbeing and enrichment provision can continue into 2023-24. All funding under the 'catch up' plan has now been utilised.

Implementation of funding for 2022-23

Alcester Academy have carried over £14,500 to allocate to academic and wellbeing progress under the 'catch up' plan.

The funding has/is being deployed as follows:

Action	Anticipated impact	Cost
Retention of COVID coordinators	Effective management of the academy's COVID plan Identification of pupils in need of support and purposeful interventions organised	Obtainable upon request
Employment of Autumn term School led tutors ('Catch up Fridays')	Secure progress in Maths and Science in the Autumn term	Obtainable upon request
Recovery Learning package (recorded lesson offer)	To support progress of non-attending and disadvantaged pupils in English, maths and science	£3,600
Enrichment club resourcing	Improved 'buy in' and uptake from pupils Increase in positive and rewarding experiences that offer challenge and risk-taking	Ongoing
Retention of write to read coordinator	To maintain the profile of effective reading across the academy and oversee timely support of pupils with low reading ages	Obtainable upon request

Impact statement for 2022-23:

Academic

During 2022-23, pupils made sound progress in English and maths and positive progress in reading scores (year 7 made 6 months progress in reading age with an average age of 12 years and 5 months). On average, year 7 and 8 ended the year as 'developing +', year 9 increased average grade by 0.6 in two terms, year 10 increased average grade by 0.7 in three terms. Year 11 achieved a P8 score of +0.77 (well above average), with PP P8 at 0.46.

The Recovery Learning package remains as an accessible resource for pupils who are not attending school on a temporary basis. Recorded lessons target both KS3 and KS4 pupils, worksheets and resources are available alongside the recordings which have been accessed by all eligible pupils.

It is clear that wave 1 interventions, identifying and targeting pupils in need of catch up has resulted in positive progress. The sustained culture at the academy ensures that pupils were not left behind in their learning in 22-23.

Enrichment/Wellbeing

In the 2022-2023 academic year, Alcester Academy reaffirmed its commitment to offering an extensive array of extracurricular opportunities aimed at enriching our students' lives. Featuring an impressive collection of over 60 diverse clubs, our academy remained resolute in its mission to provide students with opportunities beyond the traditional classroom setting. These clubs, spanning from Ornithology to Chess Club, and from Art Club to Musical Theatre Club, were thoughtfully designed to cater to a wide range of interests and abilities. Our dedication to these extracurricular activities is grounded in the value we place on enhancing self-confidence, nurturing creativity, improving concentration, attendance, memory, and communication skills. These activities offer a safe and enjoyable emotional outlet, cultivating an environment where students can connect with peers from various year groups, thus forming lasting friendships and connections that extend beyond the boundaries of the classroom, ultimately enhancing their overall well-being. We firmly believe that these opportunities not only enrich our students' lives but also significantly contribute to their academic success and personal growth.

In the face of the challenges posed by the global pandemic, which disrupted students' lives across the world, Alcester Academy remained steadfast in its commitment to ensuring our students were not left adrift, academically or emotionally. Despite the disruptions to their regular routines, the return to full-time education marked a pivotal milestone. However, the absence of interaction with peers from other year groups remained a concern. This is why the extracurricular timetable was introduced to bridge this gap, providing students with opportunities to explore beyond the confines of the standard curriculum. In the 2022-2023 school year, we have continued this initiative, offering 10 sessions per term, each presenting a fresh set of activities to engage and involve students. Beyond their role in fostering academic enrichment, these activities encourage students to step out of their comfort zones, nurturing self-confidence, resilience, and the ability to embrace new challenges. Furthermore, these clubs serve as spaces for students to connect with fellow learners from different classes and year groups, building relationships with adults in the school who aren't their subject teachers. It's important to note that these extracurricular activities provide a safe haven for students who may feel overwhelmed during social times, thus creating a supportive and inclusive environment where each student can thrive. Additionally, these clubs, over time, have the potential to enhance attendance rates, as students knowing they have a club to look forward to might motivate them to attend school regularly.

Implementation of funding for 2021-22

In 2021-22, Alcester Academy rolled over £10,801 from payment received in March 2021. The academy is also set to receive £13,365 split into three instalments across the school year to support school-led tutoring. The funding has/is being deployed as follows:

Action	Anticipated impact	Cost
Creation of 2 COVID catch-up coordinator positions.	Effective management of the academy's COVID plan Identification of pupils in need of support and purposeful interventions organised	Obtainable upon request
Continued use of Accelerated Reader for all students	Increase students' literacy levels, allowing better access to the wider curriculum	£1,528 on-going supply of suitable texts
Catch Up Tutoring (KS3 maths and English) NEEDS UPDATING	Raise students' self esteem. Re engage in learning Fill gaps created during lockdown. Improve attendance and motivation.	Subsidised by school Led Tutoring payment (ongoing)
Enrichment clubs' supplies	Resources to deliver clubs (hairdressing heads, chess sets, football gloves etc) Marathon Kids	£800 (ongoing)
October half term core study day for year 10.	Raise students' self esteem. Re engage in learning Fill gaps created during lockdown. Improve attendance and motivation.	£250
SLD for year 11s to include motivational speaker/s and drama workshops	Inspire pupils to take a more active role in their school studies. To re-engage our passive learners	£1,000
Creation of Write to Read co-ordinator position	To raise the profile of effective reading across the academy and oversee timely support of pupils with low reading ages	Obtainable upon request
Bedrock Vocabulary for selected students years 7-9	To increase exposure and confidence with reading resulting in higher reading ages and overall progress	£945
Self-confidence Day- selected year 7 students	Improvements in confidence and resilience when faced with taking risks in learning and enrichment	£900

Impact statement for 2021-22:

Academic:

In 2021-22 we implemented an 'in school' catch up programme using English and maths specialists to deliver small group tuition. This included working with year 11s during tutor time.

We also used a tuition company to offer catch up tuition out of school hours. Using the NTP model, students were offered 10 to 15 hours of small group tuition with a subject specialist to fill in gaps, improve confidence and help improve attendance.

A small group of 8 year 11 pupils were consistently supported throughout the academic year due to anxiety, high rates of absence, lack of engagement and SEND. The group started with an average grade of 2.8 in maths and 3.7 in English. Their final GCSE result was, on average 3.9 in maths indicating an average progress score of 1.1, significantly above the national average. Of those pupils, the average English result was 4.25 with the majority of the group achieving a pass at GCSE.

It is worth noting that for this group of pupils, average attendance was 85%

For pupils in KS3, teachers noticed a marked improvement in engagement in lessons and resilience with new topics. The English and Maths tutors (Mr Mackay and Ms Masters) were asked to produce reports on

attendance, engagement and attitude. The feedback was overwhelmingly positive with comments about increased confidence, less reliance on teacher led activities and more independence, especially with challenging subject matter.

Wellbeing/enrichment:

Over 60 enrichment clubs per term, throughout the year. Uptake analysis below:


Year group	Total participants	% Uptake	SEND pupils	SEND %	PP pupils	PP Pupils %	Boys	Boys %
Year 7	98	72%	26	27%	39	40%	21	21%
Year 8	98	74%	21	22%	34	35%	22	22%
Year 9	48	37%						
Year 10	71	53%						


Students also received praise for attending these sessions. On the back of their standards card students received points for 10/20/30/40 points respectively. For each goal achieved they received an ePraise badge below.

Rewards

Did you receive on of the epraise rewards

Achievements (7/7)





Implementation of funding for 2020-21

In 2020-21, Alcester Academy has received £12090 in October 2020 and £17,730 in March 2021, the funding has been deployed as follows. Several of the interventions will continue in 2021-22 to support COVID recovery. Any remaining funding will also be used next academic year.

Action	Anticipated impact	Cost
Creation of 2 COVID catch-up coordinator positions Continue in 2021-22	Effective management of the academy's COVID plan Identification of pupils in need of support and purposeful interventions organised	Obtainable upon request
Coach Bright KS4 tutoring (NTP) Continue in 2021-22	Raise students' self esteem. Re engage in learning Fill gaps created during lockdown.	£1650

	Improve attendance and motivation.	
Connex KS3 Maths tutoring (NTP) for identifies year 7 and 8 pupils	Raise students' self esteem. Re engage in learning Fill gaps created during lockdown. Improve attendance and motivation.	£735
GL Assessments for year 7 (2020-21) and new intake for September 2021: year 6 (2021-22)	Standardised on 25,000 students with results verified each year, enabling us to accurately baseline our students against national benchmarks. Includes reliable indicators for GCSEs; target grades in line with FFTD will be generated. Measures verbal, non-verbal, quantitative and spatial reasoning	£2783.03
In house tutoring of small year 9 and 10 groups for 15 one hour sessions	Raise students' self esteem. Re engage in learning Fill gaps created during lockdown. Improve attendance and motivation.	£1,050 (30 x £35) Taxi for one pupil (£12 x 15 weeks = £180.00).
In house year 8 reading group	Re engage learners with their reading. Build students' reading ages back to their pre-lockdown levels. Raise the profile of the importance of reading.	£525.00 (15 x £35)
Continued use of Accelerated Reader for all students	Increase students' literacy levels, allowing better access to the wider curriculum	£1,946 in subscriptions and on-going supply of suitable texts
Re-designing of MFL curriculum offer for catch-up students leading to creation of additional Maths and English lessons taught by subject specialists for years 7-9	Increased exposure to reading strategies and number handling Improved confidence and progress rates across the curriculum Creation of a more bespoke curriculum pathway	No cost
Transition book for all year 6 pupils	Improve the level of reading over the summer Improved confidence and opportunities to be ready for learning	£100
Use of Bedrock vocabulary (online resource)	Increased progress with vocabulary usage and comprehension Resource utilised as part of homework and blended learning	£1,273
Use of KS3 tutor time to deliver English and Maths work	Improved progress and confidence in key skills across lessons	Photocopying costs
Resources and materials to support departments	To ensure departments have the materials they need to 'catch-up' and comply with COVID regulations	£585
DODDLE subscription for Science	To support Science with familiar online learning platform during closure and return to school	£799
Ongoing 1:1 tutoring for SEND pupil	Improved progress and confidence in lessons	£476
Initial intervention sessions for pupils who suffered during 1 st lockdown period	-To motivate and refocus pupils who failed to engage in online learning.	£285

Easter School activities	To improve identified KS3 pupils' wellbeing and confidence after second period of lockdown	£3,200
Year 10 exam week materials	To re-focus year 10 pupils for summer exam preparation	£175
Year 11 CGP assessment revision guides	To provide year 11 with preparation support and information for summer term TAG assessments.	£256
	Total Spend/commitment as of summer half term 2021:	£19,019

Impact Statement for 2020-21:

The CoachBright programme had a positive impact on the students involved and the report produced detailed some pleasing findings. Students responded positively in their evaluations and were asked questions such as: I'm certain I can understand the ideas taught in my lessons; I expect to do very well in this school; my study skills are excellent compared with others in my year group. Many felt that their self-efficacy had improved by over 20%. Coach Bright noted: Pupils became noticeably more confident over the course of the programme, and coach feedback reflected them feeling more able to succeed, both in their coached subjects and in school in general. The programme had a moderately stronger impact on self-efficacy for year 10 pupils. With regard to assessment data, AC went from a grade 3 to grade 4.5 in Maths; SD went from a grade 2.3 to 3.8 in Maths; TC moved from 2.4 to 3.8 in Maths; BG went from 1.3 to 2.5 in English Language; SW went from 2.3 to 2.8 in English Language.

We also offered face to face maths tuition to a small cohort of KS3 pupils. Notably pupils' confidence increased as they became more resilient in the subject. All pupils increased their ability to handle measurement - reading scales and converting amounts.

Using GL data, teacher assessments and SISRA we will continue to monitor pupil progress and identify small cohorts of pupils who require academic interventions.