

Catch Up Premium Strategy Statement 2020-21: Staffordshire University Academy

Rationale
At Staffordshire University Academy, all members of staff including Governors accept the responsibility of ensuring that Catch Up Premium funding is used effectively to support progress and reduce the gap caused by COVID-19.
Information about the Catch Up Premium funding
Catch Up funding is allocated on top of the main funding the academy receives. It is targeted at students on role from September 2020, the premium will be worth £80 per students and must be utilised to support the catch up of learning following the reduced learning caused by COVID-19. A further additional fund of £150 per student eligible for the 16-19 catch up is included to support the gaining of L4+ in both English and maths.
Catch up funding strategy focuses on 3 main strands-
A Teaching and whole academy strategies
B Targeted intervention
C Wider strategies

Summary Information for this academic year					
Academic Year	2020/21	Total Catch Up funding Budget	£40,960 + £1173 (16-19 tutoring fund)	Total number of students	556 (inc 44 SUA6 students)

Strand	Desired Outcome	Chosen action/ approach	Intended Cost	What is the evidence and rationale for this choice?	Intended outcomes (targets)	How will you ensure it is implemented well?	Lead	Start Date	Dec 20	April 21	July 21
B	Improved outcomes for students	National Tutoring Programme	£10000	Small group intervention by subject specialists have large impact on outcomes.	Academic mentors lead small group interventions to improve student outcomes. Students targeted by subjects based upon internal assessment information from classwork and other sources.	Use classroom data to inform the interventions required by students and deploy academic mentors accordingly. Regular reviews of intervention strategies and use of mentors.	RBR	Nov 20			
A	Students catch up all content missed during lockdown in a timely manner	Recovery curriculum design	£3000	Recovery curriculum designed and planned for autumn term to cover the essential information needed over a shorter time	Recovery curriculum mapped and planned across the academic year. I&I sheets demonstrate individualised subjects needs to cover during recovery. All staff to implement the strategies of TLAC (Teach Like a Champion), research-based strategies that work for disadvantaged students. All Staff continue to receive instant feedback from chequebooks. CPD to be tailored specifically around the pillars of mastery.	Regular reviews of progress taking into consideration any impact created by COVID. Effective use of CPD and INSET, embedding staff use of the TLAC strategies. Staff are robustly and constantly developed through the use of chequebooks. Personalised CPD, evidenced through teaching files, will offer precise CPD to staff.	BA	July 20			

A	T&L techniques focussed on memory retrieval support improved outcomes	CPD	£0	Introduction of disadvantaged T&L techniques including metacognition and memory retrieval	All staff receive CPD focussed around memory retrieval and metacognition in September. All staff attend regular T&L meetings calendared throughout the year to focus on providing takeaway techniques and sharing good practise.	Typicality focus on metacognition and memory retrieval strategies. T&L CPD across the year provides additional strategies which are evident in lessons and curriculum I&I sheets. Focussed CPD opportunities follow staff voice on improving these strategies.	MA	Sep 20			
A + B	Staff workload reduced to focus on other areas	Reduce workload for staff	£0	Reduce the use of assessments over the autumn term to reduce the workload of staff	Additional meetings scheduled on calendar removed to focus on first wave teaching and learning. Assessments during the autumn term suspended.	Students receive high quality first teaching without the focus on summative assessments.	SLT	Sep 20			
B	Online intervention supports improved outcomes	Online support programmes	£2000	Students require a number of resources to continue knowledge retention exercises away from the classroom	Extensive use of Tassomai across English, maths and science to bridge gaps in knowledge caused by COVID 19. GCSEPod utilised across all years to support missing knowledge.	Continued tracking of usage and reward students using additional interventions effectively. Results of online intervention programmes inform teaching and learning in the classroom. Online interventions have impact on outcomes.	Directors	Sep 20			

C	All students have access to key information at all times	Printed KO's for all students	£260	Students require sets of printed revision materials for all subjects.	All students in all years receive knowledge organisers each half term for all subjects.	Students have consistent access to knowledge organisers throughout the year. Knowledge organisers are consistently used within lessons and at home to support remote/blended learning.	LH/EJ	Sep 20			
C	Parents supported to bridge gaps in learning.	Online ½ termly support sessions for parents	£0	Parents require additional information to support students return to learning following lockdown	Parents have access to SUA staff to follow up on questions, queries or techniques shown in the academy to support students learning from home.	Parents attend additional sessions to support students working from home. Parental sessions are available for all across the year. Content of parental sessions is flexible and adapts to the needs of the academy following any further disruptions caused by lockdowns.	HOYs	Nov 20			
B	Students experience intervention strategies to support their learning.	Learning performance	£4000	Students receive an intervention program focussed on learning techniques and exam support	Students have access to outside speakers to hear different strategies they could utilise to support their learning from home and their mindset of how to learn in the academy.	Students receive targeted workshops and presentations across the year based upon their needs at the time. Students utilise the information provided within the intervention sessions to aid their improvement in their outcomes.	RBR/HOY	Nov 20			

C	All students have remote computer access	Access to computers for remote learning	£10000	160 students across the academy do not have access to laptops at home	All students have access to laptop facilities to enable remote learning to take place without fail.	All students have access to a laptop during the duration of any lockdown. Laptops are ready and can be distributed to all students during lockdown and also to support the learning of students at home at all other times.	RBR/DB/S LT/SC	Oct 20			
B	All students have intervention targeted to their specific needs	Intervention blocks	£2000	Students have 10 week blocks of intervention	Students have additional targeted interventions to support their recovery curriculum	Students receive additional tuition from subject specialists to improve their academic performance.	Directors	Jan 20			
C	Students have increased access to mental health and wellbeing providers	Mental health support	£2000	Students have increased access to mental health help from YESS and MIND	Increased numbers of students can access the YESS and MIND mental health support teams	Student wellbeing improves following the use of external providers for support.	SW/ CVH team	Nov 20			
B	SUA6 students used to help support and mentor students in younger years	Student ambassadors	£700	Students in younger years have access to mentoring from SUA6 students	Number of students receive targeted mentoring support from SUA6 ambassadors	Students receive regular input from SUA6 students to monitor their progress in lessons and around the academy	NS/ HoY	Dec 20			

C	All students have internet access from home	Broadband for all students	£2000	All students have continued access to online materials	Number of broadband dongles are purchased alongside provision for loans of laptops to bridge the disadvantage gap.	All students have access to internet from home during lockdown and all other times. Dongles are ready to be distributed at short notice to anyone without access or in need of a replacement provider.	RBR/DB/S LT/SC	Oct 20			
A+B	SUA6 intervention supports students resitting English and maths	16-19 tuition fund	£1173	Additional 1-2-1 support is required to ensure these qualifications are met	Improve the outcomes of KS5 students not achieving L4 English and maths Small group delivery of resit maths and English groups. Resources required to support the delivery of resits are purchased and utilised with students.	Regular typicality of English and maths resit groups to analyse teaching quality Keen focus on individuals and their specific needs. Outcomes of resits improve.	NS/R BR/A B/LH	Oct 20			
A	Students have access to additional teaching hours during holiday time.	Easter catch up academy	£5000	Structured intervention sessions targeting students who require additional learning.	Full range of subjects available for tuition across the Easter break to bridge gaps in knowledge.	Student attendance at additional sessions is high. Range of subjects offered have a specific focus for students to learn.	Directors	Mar 21			
									£42,133		