

Impact of Catch-Up Funding 2020-21

Summary Information	
Catch-up budget	£108,016 including 6 th Form (Below)
Post 16 budget	£8176
Notes	David Herbert, Principal and Pete Hudson, VP, maintained oversight of this expenditure



Rationale

The Covid-19 pandemic puts at risk the good progress made by our students, particularly those that are already disadvantaged or in need additional learning support. The academy is committed to providing an evidence-informed response to restore vital learning routines for all, and to ensure efficient and value for money use of the Catch-up Fund.

Objective	Impact	Impact	Evidence/Monitoring
1a High quality remote learning	<ul style="list-style-type: none"> Ensure elements of effective teaching are present –clear explanations, scaffolding and feedback Focus on strategies to help students work independently such as modelling and guided practice Assess student access to technology at home - survey sent to parents x 5, collating further responses. Help to remedy issues where there is a lack of appropriate technology at home Provide ongoing support to staff using Google classrooms and other platforms as Consider how to include peer interaction Full consideration of which approaches are best suited for the content being delivered and the age of the students - consultation with staff, students and parents re live lessons Explore what aspects of remote learning provision will be integrated in academy policies such as homework, feedback and Teaching & Learning MJC producing guidance and support November 2020 Provide guidance for parents/carers to support their child’s remote learning Ensure HOS have access to subject 	<ul style="list-style-type: none"> Students receive quality education remotely and continue to make progress Students can access work via online platforms and receive more immediate support and feedback Remote learning meets the needs of all students Parents are able to support their children effectively to make progress Work is monitored for quality and frequency and any issues identified Students and parents accessing 	<p>LEAD: MJC/AC</p> <p>WHAT: Google classroom monitoring, parent survey feedback, student work scrutiny/completion rates</p> <p>WHEN: review end of each unit</p> <p>HOW: line management and SLT meetings - review summary</p> <p>WHY: new area requires close monitoring and adapting</p> <p>COST: £1000</p>

	area Google Classrooms to be able to monitor quality of work and the 'stream' ▪ Futures provision accessible from home. Investment in ScreenCastify and other a Google add-ons		
1b High quality professional development	<ul style="list-style-type: none"> ▪ Implement a logical and well-sequenced plan to support and sustain high quality teaching (as part of staff plan by 02/10/2020) ▪ Assess teacher skills in remote learning ▪ Share best practice across departments - work set, approach to feedback ▪ Up front training using Google Videos and Google Ninjas (start w/c 28/09/2020) ▪ Follow-on support and drop in sessions as appropriate (can use week 4 sessions) ▪ Ensure that NQTs and other early career teachers are fully supported in setting, managing and providing feedback for remote learning - provide additional training/support as required 	All staff are confident to use Google classroom to ensure high quality learning continues remotely ▪ Students receive the highest quality provision through well-trained staff ▪ Specific tools/training mean that staff can effectively meet the needs of different groups of students, particularly SEND ▪ The academy has a consistent approach to remote learning to ensure clarity for all stakeholders	<p>LEAD: AC/MJC</p> <p>WHAT: teacher skills survey,</p> <p>WHEN: review end of each unit</p> <p>HOW: line meetings, SLT meetings</p> <p>WHY: regular monitoring to respond to emerging needs</p> <p>COST: £1000</p>
1c Resources – Software, hardware, licences	Sensible and well-considered spending ensuring value for money ▪ Purchase hardware - Chromebook charger trolleys to facilitate whole class use ▪ New software -Y7 to 11 for English, Maths and Science (virtual learning, HW and other) ▪ Maths Watch and My-Maths ▪ Intervention materials/resources ▪ Recondition old hardware for vulnerable students/those without technology at home (post staff IT refresh). Laptops for all staff to enable facilitate remote teaching. Printing of Learning Booklets to allow students to work and progress at home	Improved access to internet enabled devices within the Academy to enhance learning ▪ Improved efficiency for testing ▪ Greater understanding and use of technology as a learning aid ▪ Less paper based resources Improved teaching and planning, use of Castify to record lesson content at home, write assessment and liaise with parents and students via Google Classroom and write assessments and complete	<p>LEAD: DH / IT</p> <p>WHAT: Spending (budget), VfM and usage</p> <p>WHEN: termly</p> <p>HOW: Spending approval</p> <p>WHY: to remain within budget and secure VfM</p> <p>COST: Laptops - £54, 000</p> <p>Trolleys £4,000</p> <p>Printing costs £9,000</p> <p>Licenses and software £3000</p>

		reports and assessments off site, none of this is currently achievable with class based fixed teacher PC computers. Covid off site.....	
Specific Targeted Support – One to one and small group tuition, Intervention programmes, Extended school time			
2a To implement targeted holiday intervention sessions for KS4 and KS5 students. Sessions delivered by Budmouth Academy Staff Oct HT Feb HT Easter May HT	Targeted interventions based on data analysis to address misconceptions and gaps. Sessions will focus on recapping and retrieval. Staff will use these sessions for intervening to teach students key examination skills rather than going over old content. It will be addressing the issue whereby students have content stored in their long-term memory but do not have the exam and processing skills to access it. Sessions are not about re-teaching or revising, the focus is around retrieval and examination technique.	Increased progress for targeted students ▪ Students achieve outcomes in line with expectations/previous track record ▪ Improved progress, closing the gap between current attainment and target attainment	LEAD: PH WHAT: Assessment data WHEN: 6 weekly/Assessment Points HOW: holiday intervention WHY: To address knowledge gaps created or widened through the national lockdown and ensure students are making at least expected progress COST: £8000
2b To implement daily after school intervention sessions for all subjects in Y11	Resources for these sessions including refreshments for students staying an additional hour after school. Offering refreshments will prevent students needing to leave site and failing to come back resulting in higher attendance to these sessions. The copying of high quality resources, practice questions, examiners reports to help build upon students retrieval will lead to improved progress and grades.	Increased progress for each targeted student ▪ Students achieve outcomes in line with expectations/previous track record ▪ Diagnosis and Therapy to ensure gaps are filled prior to final assessments.	Lead: PH /HOS WHAT: Assessment data WHEN: 6 weekly/Assessment Points HOW: subject based assessments, mock examinations WHY: To address knowledge gaps created or widened through the national lockdown and ensure students are making at least expected progress Cost: £3000
Wider Strategies – Supporting parents and carers, Access to technology, summer and holiday support			
1b To ensure that vulnerable, PP and SEND students are not disadvantaged during remote education	Provision of 4 X 30 chrome-books with charging units and warrant and licenses for home use. Chromebooks will allow students to be able to access key resources, programmes and be available for larger numbers in the event of any future partial closure, or self-isolation.	Vulnerable students can access work via online platforms and receive more immediate support and feedback ▪ Remote learning	LEAD: DH/IT WHAT: Provision and organisation of Chrome-book offer : WHEN: during review Of GC audits

		meets the needs of all students ▪ Parents are able to support their children effectively to make progress.	HOW: line management and SLT meetings - review summary WHY: Support Learners in key groups COST: £25000
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Evidence of Impact

1. All students had access to remote learning with engagement in y7-13 strong in remote lessons and live lessons. GCSE results showed strong progress and attainment that was in-line with recent years. See table below:

Whole cohort	Progress 8	Attainment 8	% of students achieving Grades 9-4 in English and Maths GCSEs	% of students achieving Grades 9-5 in English and Maths GCSEs	EBacc % and APS score
Budmouth Academy 2021	+0.56	50.55	4+ 73%	5+ 49%	31.65% 4.34

2. Vulnerable and SEND learners also fared well in this period. There was an improvement in English - A8 has increased from 9.15 to 9.54 and P8 from -0.22 to +0.12 and in Maths A8 had increased from 7.23 to 7.54 and P8 increased from -0.63 to -0.24. P8 for our SEND students has seen an improvement between 2020 and 2021 (0.36 in 2020 and -0.19 in 2021) we have seen an increase in A8 which had increased from 35.88 in 2020 to 38.15 in 2021. The provision of resources enabled part of this success.
3. Post-16 Learners also performed strongly despite the disruption to their education, indicating that remote learning provision was strong: Retention remained strong over this period, despite the difficulties, any students faced during lockdown and absence from school. Students were able to work on their GCSE resits remotely.

	A Level VA	Voc VA	Academic APS	Voc APS	Resit Maths	Re-sit English	Year 12 into 13 retention
2020/21	0.75+	0.32+	38.89	36.33	6/12 passed (50%).	5/6 passed 83%. Additionally 4 improved to level 5.	90%

4. Engagement levels remained high and as a result, when in school absence rates were low compared to the national rates, which showed a significant. Attendance on return from lockdowns, and over the year as an average where favourable in comparison to the previous year. See table below.

	% Absence	% PA	% Absence PP	%PA PP	% Absence SEND	% PA SEND
2020/21 BAW	5.11	14.02	9.3	19.45	7.54	29.47
2019/20 BAW	5.24	13.87	11.2	24.62	17.38	28.06