



# COVID-19 CATCH-UP PREMIUM REPORT

## PEGASUS ACADEMY

Date: 25/01/21

1- SUMMARY INFORMATION			
Academy	Pegasus Academy	Total number of pupils:	591
Total catch-up premium budget:	£46,960	Amount of catch-up premium received per pupil:	

## 2- STRATEGY STATEMENT

Learners across the country have experienced unprecedented disruption to their education due to the coronavirus (COVID-19) pandemic. We predict that those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. Schools' allocations of catch-up funding will be calculated on a per pupil basis, providing each learner within the academy with a total of £80 for each learner in all years through to 11.

The Catch-up premium has been designed to mitigate the effects of the unique disruption caused by Coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academy year.

EEF supports the use of the following tiered framework:

<p><b>1- Teaching</b></p> <ul style="list-style-type: none"> <li>– High quality teaching for all</li> <li>– Effective diagnostic assessment</li> <li>– Supporting remote learning</li> <li>– Focusing on professional development</li> </ul>	<p><b>2- Targeted academic support</b></p> <ul style="list-style-type: none"> <li>– High quality one to one and small group tutoring</li> <li>– Effective deployment of Teaching Assistant</li> <li>– Planning for SEND learners</li> <li>– Option &amp; CEIAG - Support for learners</li> </ul>	<p><b>3- Wider strategies</b></p> <ul style="list-style-type: none"> <li>– Communicating with and Supporting parents/carers</li> <li>– Access to technology</li> <li>– Supporting learners social, emotional and behavioural needs</li> <li>– Option &amp; CEIAG - Support for parents/carers</li> </ul>
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### 3- BARRIERS TO LEARNING

#### BARRIERS TO FUTURE ATTAINMENT

##### Academic barriers:

A	Low aspirations and ambition	This is due to parents/carers who may have not had a good experience of school themselves or are not in employment and have low confidence and aspirations themselves.
B	Learner reluctance to engage with EBACC subjects	Representation of PP students doing EBACC subjects is disproportionate to NPP students particularly Middle and High ability PP learners, as learners feel that access to the entire curriculum including FE and HE is for those who have more financial support, as often the barrier is linked to a perception of high cost, which they cannot meet. These subjects are considered to be academic and not suitable to their current perceived job prospects.
C	Low levels of Literacy and Numeracy	Significant numbers of learners in Year 7 arrive at the academy below the national average (44% below 100 in Maths and in reading). These learners arrive below the expected levels from our feeder schools and changes in the national curriculum have made things more challenging for these learners, learners struggle with reading and writing including comprehension, which is as a result of very little access to reading material/books at home. Parents in some cases are unable to help their child with any homework.
D	Attendance and behaviour	Attendance/punctuality including behaviour issues for small groups of boys and girls is impacting on their rates of progress. Attendance is below the national average, which reduces their school hours causing them to fall behind.

#### ADDITIONAL BARRIERS

##### External barriers:

A.	Financial support	Low income families, including some large families and single parent families, have very limited disposable income and consequently, these families also may not have the means to purchase any specialist equipment, technology and other resources to support their child, also limiting access to enrichment activities.
B.	Parental engagement	Inconsistent family support due to some parents/carers displaying low levels of aspiration, motivation and confidence. They may have had poor school experiences themselves resulting in negative perception of the education system. Parents/carers will often challenge the teachers and school systems in front of their child, which can lead to learners doing the same. This results in both the parent/carers and the learners developing weak relationships with teachers and their peers.

<b>C.</b>	Poverty	The Black Country is one of the most deprived areas in the UK. Dudley is within 30% of the most deprived local authorities nationally. 30% of children in Dudley North live in Poverty. Unemployment rates are high. The impact of this barrier has been magnified due to the ongoing Covid-19 situation and increased time spent in the home environment
<b>D</b>	Wellbeing	Learners lack an understanding of the importance of a good diet, exercise and mental health and how this contributes to increased self-esteem and improved growth mind set.
<b>E</b>	Access to ICT	Learners, particularly PP learners in, are not always able to access additional and learners typically lack resources, including access to ICT. Although many have smart phones these devices are not always suitable for completion of digital work.

#### 4- PLANNED EXPENDITURE FOR CURRENT ACADEMIC YEAR

##### I. Quality of teaching for all

Desired Outcome	Actions	Success Criteria	Cost	Staff Lead	Review Date
High quality teaching for all	<p>Training on effective technology for successful blended provision for learners.</p> <p>Continued development of assessment and feedback.</p> <p>Additional support for staff Curriculum Team Leaders, Senior Team Leaders and support staff relevant to role and need.</p> <p>Focused support and development from Lead Director, Directors and Trust Curriculum Associate Senior Leaders.</p>	<ul style="list-style-type: none"> <li>– Effective teaching within blended learning approach.</li> <li>– Effective feedback and assessment.</li> <li>– Confidence in delivery blended learning using new technology.</li> <li>– Continued collaborative curriculum development.</li> <li>– Continued curriculum provision following curriculum maps and SMART curriculum.</li> <li>– Learner engagement sustained/improved.</li> <li>– Improved learner outcome.</li> </ul>	£2,300	Vice Principal (VP) Teaching & Learning	<p>At Senior Leadership Team (SLT) meetings.</p> <p>Curriculum Team Leader (CTL) line management meetings.</p>

Effective diagnostic assessment	Use of GL assessment.  Internal & Externally verified assessments.	Gaps are identified and appropriate support is implemented, tracked, evaluated and amended as and when necessary to facilitate progress.	£3,775  £150	Principal	Half-termly & RAG meetings
Focusing on professional development and Supporting remote learning	1- Specialist training: – Weduc - General overview and bespoke session on the home learning module. – Near Pod – Departmental specific training ‘Exploring Near Pod.’ – Teams/ live lessons – training modules to support production of ‘live’ lessons.  2- Teaching & Learning: Maintain focus on developing effective teaching and learning and continued use of Ambition School Leadership CPD.  3- Central Team support with tracking engagement/data/attendance.	- Effective teaching which uses the most of to date to developments and research to support and empower staff to feel confident using new technology.  - Lessons remain focused, targeted, and engaging.  - Teachers confident in using new technology.  - Key staff supported by Central Team develop effective tracking, implementation of new systems, processes and technology.	£3,979  £500		Half-termly
Total budgeted cost:					£10,704
<b>II. Targeted support</b>					
<b>Desired Outcome</b>	<b>Actions</b>	<b>Success Criteria</b>	<b>Cost</b>	<b>Staff lead</b>	<b>Review Date</b>
Intervention programmes	- Lead Director and Directors to lead targeted sessions.  - Tutors lead focused intervention during Period 6 / weekend sessions/holiday sessions.  - Bedrock Literacy Programme.	- Learners develop skills, address gaps in knowledge. - Learners demonstrate improved engagement, improved knowledge, confidence in assessment and outcomes.  - Improved literacy, increased engagement with reading, and academic vocabulary.	£11,925  £2,283	Principal	Half-termly & RAG meetings

High quality one to one and small group tutoring	<ul style="list-style-type: none"> <li>- Appointment of one to one English and Maths Tutors - induction and training.</li> <li>- Develop key focused intervention groups.</li> </ul>	<p><u>One to one Tuition:</u> Learners have access to high quality tuition and make accelerated progress.</p> <p><u>Small Group sessions:</u> Learners have access to focused and bespoke sessions to address gaps in knowledge and/or lack of progress.</p> <p>Improved:</p> <ul style="list-style-type: none"> <li>- Attendance.</li> <li>- Engagement.</li> <li>- retrieval and recall.</li> <li>- confidence in assessment.</li> <li>- Outcomes.</li> </ul>	£17,890	Principal	Half-termly & RAG meetings
Effective deployment of Teaching Assistant	<p>Learners Teaching Assistant to provide focused support for targeted learners.</p> <p>Impact monitored and amended following RAG meetings, engagement and outcome of assessment.</p>	<ul style="list-style-type: none"> <li>- Learners develop skills and gaps in knowledge are addressed.</li> <li>-Learners demonstrate improved engagement and confidence.</li> </ul>		SENCO & SLT Link	
Planning for SEND learners	<ul style="list-style-type: none"> <li>– Provide small group intervention to help address gap in knowledge, develop confidence and support learners as appropriate to need using EHCP and academy data.</li> <li>– Focused use of Flash Academy.</li> <li>– Additional planning following reviews of EHCP.</li> </ul>	<ul style="list-style-type: none"> <li>- Learners develop skills and gaps in knowledge are addressed.</li> <li>-Learners demonstrate improved engagement and confidence.</li> </ul>	£750	SENCO & SLT Link	Half-termly & RAG meetings

Options & CEIAG - Support for learners	<p>1- Options: Trust wide centralised and consistent approach to the Options process, curriculum model, communication with all stakeholders, supporting documentation and virtual experience.</p> <ul style="list-style-type: none"> <li>- Effective communication with learners providing clarity and consistency of information.</li> <li>- Targeted conversation and support with option choices.</li> <li>- Secure high engagement with virtual experience.</li> <li>- Additional support for Disadvantage learners to break down barriers/preconceptions.</li> </ul> <p>2- CEIAG: Senior Career Lead to work collaboratively with academy to ensure learners are supported in choices post Year 11.</p> <ul style="list-style-type: none"> <li>- Introduction to Unifrog software.</li> <li>- Targeted career workshops and webinars.</li> </ul>	<p>1-Options:</p> <ul style="list-style-type: none"> <li>- Learners feel confident in making choices.</li> <li>- Learners make the appropriate choices.</li> </ul> <p>2- CEIAG:</p> <ul style="list-style-type: none"> <li>- Year 11 learners have had at least one to one interviews.</li> <li>- Additional support as required.</li> <li>- Support with application for appropriate next step.</li> <li>- Develop CEIAG capacity in Central Team and at academy level to support learners further.</li> <li>- Unifrog – allow learners to become confident in pursuing next steps in education and training.</li> </ul>	£1,600	SLT	Half-termly
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Total budgeted cost: £34,448

### III. Wider Strategies

Desired Outcome	Actions	Success Criteria	Cost	Staff lead	Review Date
Communicating with and Supporting parents/carers	<ul style="list-style-type: none"> <li>- Food parcels prepared and distributed.</li> <li>- Links with a new food banks and vouchers received.</li> <li>- Resources &amp; stationery.</li> <li>- Website development.</li> <li>- Regular/increased contact with families.</li> </ul>	<ul style="list-style-type: none"> <li>- Improved communication.</li> <li>- Remove some existing barriers.</li> <li>- Families feel supported physically and emotionally.</li> <li>- Increased parental engagement.</li> <li>- Increased support of academy strategies.</li> <li>- Increased awareness of who staff are and their role in the academy.</li> </ul>	£300	Assistant Principal (AP) Student Welfare	SLT Meetings

Access to technology	<ul style="list-style-type: none"> <li>- Laptops allocated to families requiring improved access to distance learning.</li> <li>- Internet routers distributed to those requiring them.</li> <li>- Data cards with free internet made available to all families.</li> <li>- Senso - monitors learners out of school whilst on MS Teams.</li> </ul>	<ul style="list-style-type: none"> <li>- All learners have access to appropriate technology and secure engagement with blended learning experiences.</li> <li>- Additional focus on Pupil Premium Grant learners and vulnerable learners.</li> <li>- Minimise impact on future disruption to learning.</li> <li>- Increased learner safety.</li> </ul>	<p>£1,559</p> <p>£591</p>	Assistant Principal (AP) Student Welfare	SLT Meetings
Supporting learners social, emotional and behavioural needs	<p>Home visits: Pastoral staff supporting learners via:</p> <ul style="list-style-type: none"> <li>- welfare phone calls/Teams calls.</li> <li>- attendance phone/Teams calls.</li> <li>- focused sessions – welfare, well-being, mental health, problem solving, bespoke support.</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>– feel supported physically, educationally and emotionally.</li> <li>– increased engagement with blended learning.</li> <li>– Effective support for specific needs and referral to relevant academy colleague, academy programme or external agency.</li> </ul>		Assistant Principal (AP) Student Welfare	SLT Meetings
Options - Support for parents/carers	<p>Options</p> <p>Trust wide centralised and consistent approach to the Options process, curriculum model, communication with all stakeholders, supporting documentation and virtual experience.</p>	<ul style="list-style-type: none"> <li>- Effective communication with parents/carers providing clarity and consistency of information across the Trust.</li> <li>- Parents/carers information material.</li> <li>- Support during virtual experience.</li> </ul>	£300	AP Ethos and Standards	Half-termly
Total budgeted cost:					£2,750
<b>TOTAL PLANNED EXPENDITURE FOR ACADEMIC YEAR</b>					<b>£47,902</b>