



# Covid-19 Premium Catch-Up Allocation Cecil Jones Academy

## Covid-19 Premium Catch-Up Allocation

SUMMARY INFORMATION	
Date Review:	October 2020
Total number of pupils:	691 £80 each (£55,280 – Total Allocation)  £13,820 – Autumn 2020 Payment Initial payment is 3/12ths of the provisional allocation rounded up to the nearest £10. Paid on 8 October 2020

## OPENING STATEMENT

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19).

Those from the most vulnerable and disadvantaged backgrounds have been among those hardest hit. The aggregate impact of lost time in education has been substantial, and the scale of our response must match the scale of the challenge.

The Cecil Jones Academy allocation has been calculated on a per pupil basis, providing the school with a total of £80 for each pupil in Reception through to Year 11.

This funding will be provided in 3 tranches.

The first payment has been made, a second grant payment will be made in early 2021

The second grant payment will also take account of the initial part payment made in Autumn 2020 so Cecil Jones will receive a total of £46.67 per pupil or £140 per place across the first 2 payment rounds.

A further £33.33 per pupil or £100 per place will be paid during the Summer Term 2021.

## Planned Expenditure for Covid-19 Premium Catch-Up Allocation

Action	Intended outcome	Impact	Evaluation	Cost
One to one interventions in Maths and English with children who did not access work.	Improved attainment of identified students across all key stages.  Progress in English, Maths and Science indicate that students are adding value from their starting point by at least 85%.	Student focus for initiatives and support sessions.  To be offered to FSM students initially and support in place specifically for Pupil Premium students who did not access work, resulting in improved outcomes.	Accelerated aspiration and outcomes developed for students who did not access work.  Students are supported and stretched in their development leading to improved outcomes at KS4 and KS5.	<b>Additional LSA Support £15K</b>  <b>Mentoring Support from Library Facilitator</b>

	The vast majority of students making at least 2 steps of progress yearly by at least 85%.	Catch up on work not completed.		<b>£nil cost</b>
<b>Action</b>	<b>Intended outcome</b>	<b>Impact</b>	<b>Evaluation</b>	<b>Cost</b>
Half-Term Revision Centre	Improved outcomes in GCSE and A Level.	Review of previous data regarding attendance.  Supports and improves outcomes indicating that support offered in holidays is beneficial especially for those especially for those who did not access work.	Student attendance high (95%)  Regular monitoring of students' outcomes.	<b>£5K</b>
Additional LSAs AND Cover Supervisors to support children in class.	Raise attainment in 8.1 and 7.0 for most vulnerable children.	Children able to move to 'ordinary' classes because learning has accelerated.	Children progress well.  High student attendance.  Reading ages improved.	<b>Additional LSA for 8.1 Nil cost same as one to one</b>
Reading programme – Reading Recovery/ Lexia Baseline testing.  CATs testing for Year 8.	Reading books and materials for KS3 to stretch, challenge or support learning and reading ages.  Improvements made by all student and specifically PP students in reading and comprehension age.	Research suggests reading age and comprehension is directly linked to improve performance at all levels.  Improvement in comprehension and reading ages will improve outcomes at GCSE and A levels.  Comprehension significantly increases student's opportunities to access the curriculum and improve performance and achievement.	Library usage indicates high numbers of borrowing.  Reading assessments indicate that students have made significant progress in reading ages, which enables students to access the curriculum and make good progress.	<b>£5K</b>  <b>£5K</b>

			The majority of students are at age related reading age.	
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Action	Intended outcome	Impact	Evaluation	Cost
Mentoring and Behaviour Intervention	<p>Improved behaviour for learning in lesson.</p> <p>Decrease in behavioural incidents and external exclusions from vulnerable groups</p> <p>PDW improvements in all students.</p> <p>Production of confident, happy and driven students.</p>	<p>Link of behaviour with achievements and in particular the behaviour of both high, middle and low attaining students on the overall outcomes of their academic performance.</p> <p>Monitoring, mentoring and behaviour interventions supports students in improving behaviour and ensuring they remain in lessons and value their learning experiences.</p>	<p>Continue with wrap around care especially regarding PREVENT and social issues and mental awareness.</p> <p>Behavioural incidents dealt with quickly and appropriately keeping all key stakeholders involved.</p> <p>PSP shows vast majority of children succeeding and coming off support plans – 100%</p> <p>Report system being used to support and monitor student's behaviour and reviewed regularly.</p>	<p><b>PSCHE (Recovery Programme) EXT 436 manager</b></p> <p><b>£5, 280</b></p>
IAG coordinator to help in careers advice programme.	<p>Students to receive follow up support on future choices and given suitable guidance and advice on next steps.</p>	<p>Specialist information allows for students to make informed choices and ensure they make choices suitable to their ability and future aspirations.</p> <p>Professional support and advice helps parents understanding in choices and what avenues are available for their child.</p>	<p>IAG programmes and GC used to advertise opportunities</p>	<p><b>Careers work in recovery period</b></p> <p><b>£5K</b></p>

Action	Intended outcome	Impact	Evaluation	Cost
Achievement Intervention Groups at GCSE in practical subjects.  Additional SLT appointment.	All students targeted who are eligible for PP to increase their attainment	Assistant HT i/c of KS4 and KS3 is leading on the whole programme.	Proven tracking record of raising attainment having learning mentors and support structures/interventions in place to improve outcomes.	<b>£5K</b>
External EWO support attendance.  Additional hours on home visits.	Attendance to be in line with the schools and national targets	Oversee and support management of attendance and welfare issues, focusing on robust action where needed resulting in better attendance.	Core caseload of hard to manage cases with external EWO.  Attendance in line with the schools and national targets.	<b>£10K</b>

The school has spent additional funds on areas such as Covid Recovery to ensure that the well-being of students is met.