



COVID-19 CATCH-UP PREMIUM REPORT

CONTEXT

The Albany has not previously received Year 7 Catch-Up funding, as we have not had year 7 students on role. This academic year the government announced a Covid Catch-Up fund that is to be used across all year groups to support children and young people to catch up lost time after school closures, with a particular focus on the most vulnerable students.

The SEMH additional groups are commissioned via a short-term Service Level Agreement, so students within The Albany who have an SEMH place are not included in the income stream for Catch-Up Premium. The LA does not provide additional funding to address this income gap.

All students at The Albany have additional challenges that put them at higher risk of falling behind their peers with regards their educational outcomes.

INCOME

Maximum Number of Students (PAN)	Number of students eligible for Catch-Up Income	Catch-Up Premium per Student	Total Catch-Up Premium
AP 46, SEMH 16 (+ 4)	46	£240	£11,040

CATCH-UP STRATEGY

As a specialist setting and Alternative Provision, we are skilled at curriculum 'gap analysis' as the majority of our students arrive at The Albany with gaps in their knowledge and skills, often functioning at two years or more behind their peers in the mainstream sector, with additional significant holes in some aspects of their subject knowledge. In addition, our students often have social and emotional development 'gaps'. Our curriculum and therapeutic approaches support us to ensure we progress students emotional and social development alongside their academic development. The pandemic lock-downs have therefore added additional complexity to this, reducing students' confidence in learning, their learning, literacy and numeracy skills, and for many increasing their anxiety. We will therefore target the funding at additional strategies and resources to support the students to address these challenges.

Our Recovery Curriculum is targeted at teaching to the gaps that we have identified for individuals and groups of students, and at building learning, literacy and numeracy confidence for all our students. We have also invested in Motional to support our Thrive assessments and interventions so that all staff can assess the emotional needs and drivers for their students and develop learning to support this development.

We continue to evolve our recovery curriculum with our teaching team based on our growing knowledge of the gaps in learning and areas for focus, to ensure we make best use of our staff skills, develop skills where we identify a gap and support staff to utilise information on students to target learning in the classroom.

Our aim is to ensure all students are able to catch up their academic, social and emotional learning to regain the progress levels achieved prior to lockdown.

Our Catch-Up Strategy beyond our Recovery Curriculum focusses on and audit of need that will enable us to target intervention appropriately, through;

- Ensuring our KS4 students are able to access and achieve appropriate GCSEs and equivalent qualifications, plugging the key skills gaps associated with this
- Literacy, numeracy and communication skills intervention to enable students to come 'back on track' with their development in these areas as research and our evidence shows that the lock down has lead to reduced social communication development and language, literacy and numeracy regression in some cases.
- Targeted 1:1 online tuition sourced through the National Tuition Service to support highly vulnerable groups, for example
 - Those with high anxiety and unable to access school
 - Pregnant students
 - Students with very low engagement during the lockdowns
- Implementing Boxhall assessments and intervention.
- Explore the potential to run a second summer school for year 11 leavers following last year's successful pilot

BARRIERS TO LEARNING

The Albany is a specialist setting with a highly personalised curriculum for students. Students are in very small groups with high adult to student ratios and staff have considerable expertise in targeting the learning for our students. We conduct detailed assessments of educational and environmental need for all our students and work closely with families and other services to support our students to reengage with learning.

All our students have a range of barriers to learning, which can come from a range of poor attendance, learning difficulties, literacy barriers, numeracy barriers, communication challenges and social, emotional and mental health needs that make accessing learning more challenging. We will use the catch-up funding to enable us to add to our toolbox of strategies and resources to support students. In addition, many may have a number of ACEs (adverse childhood experiences) that make them further vulnerable to self-exclusion from learning.

During the pandemic, many students have struggled further due to increased pressure in family households, and increased anxieties they may be experiencing. For some, the progress made with their emotional development has been impacted considerably, and to reengage them in learning we also need to meet their social and emotional developmental needs.

ACTION PLAN

Ensuring all KS4 students are equipped with the skills and qualifications they need for post 16 learning, plugging the key skill gaps identified through audit of need			
Action	Intended Outcome	By whom?	Reviewed when?
KS4 curriculum focussed on Core subjects of English, maths and science, alongside social and communication, learning, vocational opportunities and employability skills	All students achieve GCSE or equivalent qualifications in English and maths and most also achieve GCSE in science. All secure an appropriate post 16 destination Improved attendance and engagement Improved social and emotional development as shown through Thrive and Motional	Teachers lead by EO	Half -termly data evaluation to check progress towards goals Curriculum implementation evaluation April 2021, September 2021, February 2022. Reports to LGB termly (MER)
Summer School offer for year 11 leavers, developed from pilot offer last year (perhaps 4 weeks of 2 days a week for targeted students)	Build confidence for transition so partaking students secure and sustain post 16 offer	Core of (paid) volunteers from teaching and support staff. Push Forward support.	June 2021 [September 2021, January 2022]
Targeted 1:1 tuition through NTS for most at risk year 10 and 11 students (see above)	Additional 1:1 teaching for students who may otherwise not have acquired the necessary knowledge and skills to access their post 16 learning progression route	SLT to identify the cohort NTS overseen by class teacher	July 2021 for review of impact and next steps

To ensure all students who need additional academic, learning skills or SEMH intervention are identified and appropriate intervention is put in place			
Action	Intended Outcome	By whom?	Reviewed when?
Implementing Boxhall assessments (already purchased) through training with staff and regular MER of impact – assessment and next steps.	To enable us to further screen the SEMH and cognitive needs of students alongside our other baseline and impact assessments. Increase focus of support and intervention so that we can fine-tune the interventions, curriculum and teaching for students.	VP to lead implementation	May 2021 then half termly impact and review
Increase staff competency in delivering literacy, numeracy and communication skills intervention within their core group teaching and as a specific intervention for identified students.	Ensure all students are supported to make significant progress in their basic learning skills to increase access to the curriculum	VP to lead and support new SENDCo to complete MER process throughout the year	Half termly impact and review
Targeted 1:1 tuition through NTS, with a focus on students who are on a path to reintegration, and are identified to have fallen considerably behind their expected progress trajectory due to lockdown.	Students to catch-up with their pre-pandemic trajectory of progress in core subjects so they are able to smoothly reintegrate back to mainstream	SLT to identify the cohort NTS overseen by class teacher	July 2021 for review of impact and next steps