

## Catch-up premium spending

This statement details our school's use of the catch-up premium. This funding has been and continues to be used for specific activities which will help students to catch up on missed learning. There has been a particular focus on disadvantaged and vulnerable pupils as we know they have been most affected.

### School overview

Detail	Data
School name	SBL Academy
Number of pupils in school	968
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020/21 2021/22
Date this statement was published	March 2021
Date on which it will be reviewed	August 2022
Statement authorised by	Guy Jones
Catch-up premium funding	£73,000

### The impact of the pandemic

*The pandemic effected all students in a variety of different ways. As well as leading to the emergence of knowledge gaps, some students also returned to school requiring additional pastoral support. Work with our primary feeder schools informed us that in addition to the numeracy and literacy gaps that may have emerged, students were also in need of opportunities to work together and develop their social skills. This became a particular area of focus at our summer school. Data we collected both during and after lockdown tells us that the pandemic disproportionately affected disadvantaged students, SEND students, boys and LAPs with remote learning engagement weakest within these sub-groups. Leaders and teachers worked hard during the pandemic to minimise its impact on all students and the spending outlined below summarises some of the ways in which we now seek to support their educational recovery. Other relevant strategies are also contained within our Pupil-Premium/Recovery premium document.*

## Activity in this academic year

Activity	Rationale	Evidence of impact				Cost
<b>2020-21 actual spend</b>						
Tuition (£6,000 also spent from PP budget)	"Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average." EEF	Tutoring provider/type	No. Stud.	% with positive attend.	% making 'enhanced progress'	£6,000
		Action Tutoring: Year 10 Maths (after school)	20	35%	25%	
		Action Tutoring: Year 10 English (in school)	20	65%	45%	
		Action Tutoring: Year 7 Maths (in school)	20	60%	30%	
		Teaching Personnel (online tutoring, Eng, Sci and Geog, Years 7/8/9/10)	31	61%	23%	
		In-person Maths tutoring with Sian Tyers (Years 8/9/10)	36	Yr 8 - ?	Yr 8 - 20%	
				Yr 9 - ?	Yr 9 - 29%	
		Yr 10 - ?	Yr 10 - 20%			
		Total - ?	Total - 25%			
		In years 8 and 9, the gap between PP and non PP progress has reduced				
General Mentoring	11	N/A	63%			
Easter revision sessions	Holiday sessions helped students in Years 11 and 13 catch-up in preparation for internal assessments	Year 11 progress 8 score of 0.56				£1,500
Year 11 and 10 after school revision	A period 6 was implemented and a programme of revision sessions put on for students in Years 10 and 11.	Attendance at revision sessions was extremely high and this was then reflected in a set of very positive outcomes.				£0
Number of Year 8 English classes increased from 7-9	Reduced class-sizes enables teachers to more successfully diagnose knowledge gaps that had emerged during lockdown	Positive impact seen through quality assurance activities				£5,000

	and adapt sequences of lessons accordingly.		
Feedback stickers	A diagnostic approach of low-stake assessment and re-teach is an important part of our strategy to support students with their educational recovery.	Positive feedback from the Futura Learning Partnership Raising Attainment Visit on the 20 <sup>th</sup> of April	£2,000
Splicecom iPCS	Teachers and support staff able to contact families during lockdown.	This application proved to be invaluable during lockdown	£1,000
Chromebooks	Devices used to supplement those that were received from the DfE.	150 devices were loaned out during lockdown enabling students to fully engage with remote learning.	£4,000
Digital library e-platform	Enabled students to continue loaning library books during lockdown	Students in years 7 and 8 used the e-library to access books suitable for our AR reading programme and students in other year groups continued borrowing books to read for pleasure. We had really positive feedback on this service and had 481 book loans in the year from June 2020 to May 2021. We have 149 “active patrons” using the service.	£1,000
Mobile library trolley	Enabled the library to continue operating following the return to school by allowing books to be transported between bubble areas.	The trolley was used for lunchtime “pop-up” libraries which was very popular with year 7 students (taken to over twelve different classes every week). We loaned 1,513 books between March 2021 and the end of term in July 2021, despite the physical library being “closed”.	£290
Lower ability books	We believe that removing literacy as a barrier to learning will accelerate progress better enable students to catch-up.	The lower ability book collection was previously too small to allow much choice for students at that level and now we have a really great collection which will mean lower ability students can choose from a range of topics and types of book. This will help with enthusiasm levels and also prevent them feeling that they have no choice. We purchased over 600 library books with this money.	£2,644
Lower ability books labels (AR)		The labels are important for linking with our Accelerated Reader programme.	£196
Flux mentoring	Some students found the return to school challenging and additional funding was spent on behaviour mentoring.	Reduction in FTEs, PEXs and students hitting behaviour stages.	£4,000
Low stakes quizzing apps (Tassomai, Kerboodle, Seneca)	Low-stakes quizzing apps enable curriculum teams to focus on the specific knowledge gaps that students have. They can be used within lessons or to set additional targeted independent work.	<b>Tassomai:</b> 40/113 year 10 students have been active on the app (35%). <b>Kerboodle:</b> Significant useage of resources and quizzes in science lessons. Activities can be targeted at the specific knowledge gaps that students have. <b>Seneca:</b> 60% of the Year 10 and 11 students engaged with the application In English. On average, 88 students completed each of six weekly tasks (approximately 27% of students).	£3,000

2021-22 planned spend			
Literacy co-ordinator (Laura Richards + additional day)	On the return to school, staff identified literacy as a major barrier to learning and additional leadership capacity in this area will support teachers in meeting the literacy needs of their students.		£4,500
Authors visit and competition			£880
Additional tutoring (2021-22)	“Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.” EEF		£15,000
Bespoke boys mentoring	The progress of boys has been disproportionately affected by the pandemic.		£3,000
Numeracy catch-up co-ordinator	Additional leadership capacity in this area will support teachers in meeting the numeracy needs of students and help students catch up in Maths.		£2,873
Number of Year 8 English classes increased from 7-9	Reduced class-sizes enables teachers to more successfully diagnose knowledge gaps that had emerged during lockdown and adapt sequences of lessons accordingly.		£10,000
Teaching Assistant apprentice position	Will provide additional capacity within the SEND team to provide bespoke interventions.		£3,897
<b>Total spend</b>			<b>£70,780</b>