



Coronavirus Recovery Premium Statement

COVID-19 Recovery Premium Spending: Summary

SUMMARY INFORMATION			
Total number of pupils:	547 (Autumn 2023 census)	Amount of catch-up premium received per eligible pupil:	£276
Total catch-up premium budget:	Estimated allocation £28,704		

STRATEGY STATEMENT

Context

The DfE has allocated £650 million to ensure that all students have the chance to catch up on the missed learning caused by the pandemic. Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has also published guidance on effective interventions to support schools. For students with complex needs, schools should spend this funding on catch-up support to address their individual needs. The DfE has also set out the Curriculum Expectations, to ensure that all students – particularly disadvantaged, SEND and vulnerable students – are given the catchup support needed to make substantial progress by the end of the academic year.

At Ansford Academy, we support all of our students to be the best that they can be. As such, our aim is to unlock the potential of all students in order to secure their futures. By reducing gaps, raising attainment and improving outcomes we hope that all our students will make at least expected progress and leave Ansford prepared for the next stage of their lives.

We believe that the needs of our students will be best met by quality first teaching, with teachers who know them well, and who can identify and act upon gaps in their learning. This whole school priority will also ensure that we are improving the progress, and raising the attainment of disadvantaged and non-disadvantaged students across the academy.

The curriculum remains broad, balanced and ambitious: all students continue to be taught a wide range of subjects, maintaining their choices for further study and employment. Following EEF guidance we have ensured that curriculum planning is informed by an assessment of students' starting points and addressing the gaps in their knowledge and skills.

Ansford Academy has adopted a tiered approach to address the impact of the pandemic which focuses on high quality teaching, targeted intervention and wider strategies to ensure we are restoring learning routines and ensuring that all students are achieving the best possible educational outcomes.

Barriers to Learning

BARRIERS TO FUTURE ATTAINMENT

Academic Barriers:

A	<p>Accelerating progress with a particular focus on disadvantaged students (basic scores on entry/gaps in learning at key stages and transition phases)</p> <p>A key challenge is to ensure that all students unlock their potential and make more than age related progress. A pattern within our local primaries and providers is that the Maths attainment of disadvantaged students is consistently lower than that of their peers on entry. Assessments on entry to Year 7 over the last 2 years indicate that between 37%-48% of our disadvantaged students arrive below age related expectation compared to 20%-32% of their peers.</p>
B	<p>Reducing gaps in learning due to lockdown</p> <p>‘School closures are likely to reverse progress made to close the gap in the last decade since 2011’. EEF - Impact of school closures on the attainment gap: Rapid Evidence Assessment (June 2020).</p> <p>We must work even harder to engage, academically and pastorally support and implement timely interventions for our disadvantaged students. Lost learning time due to lockdown will have affected our SEND students significantly, in particular those with cognition and learning as their key area of need. We want as many SEND students to leave us with a grade 4 in English and Maths or higher so that all further study and employment doors are open to them when they leave us.</p>
C	<p>Literacy (development of reading habits)</p> <p>Lost learning time has led to lower literacy levels. Disadvantaged households are less likely to be able to support their child(ren) with their reading at home and decoding of remote learning tasks. A robust, impactful suite of literacy interventions must be available to those who need it. A robust whole school literacy strategy must be a priority so that all students are able to build their tier 1, 2 and 3 vocabulary banks back up post lockdown.</p>
D	<p>Behaviour for Learning</p> <p>The behaviour of a minority of students is a focus for pastoral and academic staff. Returning to, and establishing systems and routine is a key focus for the academy Post lockdown, poor behaviour could be exacerbated due to a lack of structure and routine at home. This may lead to disengagement, more lost learning time and ultimately less successful outcomes for students at GCSE.</p>

ADDITIONAL BARRIERS

External Barriers:

E	<p>Improving student attendance</p> <p>We need to ensure that school is a positive, safe and welcoming experience for our students so that they feel like they belong here at Ansford. The percentage attendance of students could be lower than pre-covid due to anxiety around the risks of returning to the school building and exposure to the virus. Students could have, despite our best efforts, disengaged from school during lockdown and be reluctant to return. Data from 2021-22 indicates that attendance amongst disadvantaged students was lower to whole school (FSM = 79.2%, PP = 87.0%, CLA= 69.3%, whole school=87.0%) In 2022-2023 this has improved but still below whole school figures for FSM and CLA (FSM = 84.8%, PP = 89.5%, CLA = 87.9%, whole school = 89.4%). Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. We also need to build strong relationships with our parents and carers as they may not value students' attending school if they have no relationship with the academy and do not see the benefit of education</p>
F	<p>Building parental engagement to help support learning at home and ensure access to off-site learning</p> <p>Through our observations, and discussions with students and families we have identified that a number of our students lack academic support at home, alongside the equipment, such as online devices to access the work and workspace. Building stronger relationships with parents of disadvantaged students will support them to make progress, attend school and engage. This is difficult if parents themselves do not value education or have had bad experiences in relation to their own schooling</p>
G	<p>Developing the acquisition of cultural capital, poverty and rurality</p> <p>A key challenge we find is that many of our disadvantaged students lack the acquisition of cultural capital and word wealth which allows them to access concepts in key subjects and make links between them. This can be due to their family situation outside of the academy but also affected by the lack of opportunities and resources in our rural location. We also need to ensure that we value our rural location and provide opportunities which embrace this context.</p>
H	<p>Identifying and supporting students with dual vulnerabilities</p> <p>Through our internal tracking systems and the analysis of both our behaviour and attendance data we have identified that a significant proportion of our disadvantaged students hold dual vulnerabilities and therefore can also be categorized as SEND or in-year admission for example. For example, 34% of disadvantaged students are also SEND K or E. We need to ensure that we are therefore tailoring our support for these students and meeting their needs accordingly and where appropriate focus targeted intervention in these areas.</p>
I	<p>Increase in mental health concerns</p> <p>We are aware that an increasing number of our students are requiring support with regards to their mental health. The pandemic has exacerbated this need and external services to support these students and their families have diminished significantly. Consequently as an academy we have to provide support for more students with more limited resources</p>

Planned Expenditure for Current Academic Year

Quality of Teaching for All		
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?
To ensure the highest standard of Quality First Teaching across all subject areas.	Whole school focuses on the curriculum implications of COVID recovery. Implementation of 'know your students and know your subject (adaptive teaching) with particular focus given to supporting SEND students with regular INSET input. Staff to be given time in departments to develop pedagogy and consider strategies to address underachievement.	What happens in the classroom has the single biggest impact on a student's progress. (Rowland, M 2021)
Carry out retrieval practice every lesson for every year group so that basic knowledge is reviewed, learned and gaps in knowledge identified, revised and retested.	Well informed staff who know which knowledge to revisit with students and where student strengths in knowledge acquisition lie. Students are more aware of their own learning (metacognition) and gaps in knowledge decrease	EEF - Covid-19 support guide for schools, Sept 2020 'Subject specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations'. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation
To ensure that staff have the very latest, need to know information about every student at their fingertips and in one location through the review and development of student passports	Fully informed staff who have access to the academic and pastoral needs of every student and can plan, deliver and form staff/student relationships in the best way possible.	Barry Carpenter – A recovery curriculum, July 2020 'Teaching is a relationship based profession. We must find out their individual, bespoke needs'. EEF – The EEF Guide to Supporting School Planning – A Tiered Approach to 2020-21 'A common misconception can be that pupils' wellbeing and social emotional learning is separate from their academic, curriculum-based learning

<p>CPD throughout the year focusing on pedagogy addressing adaptive teaching, metacognition and re-establishment of systems and routines</p>	<p>Whole school CPD sessions based around our principles of teaching and key priority of 'know your students, know your subject. SEND focus shares strategies and develops teachers toolkits. Time given to departments to identify gaps, key students and action plan accordingly</p>	<p>Education Endowment Foundation research suggests that focusing on the high quality of wave one teaching, through CPD, is the best way to try to address the gap between the advantaged and disadvantaged students</p> <p>Research indicates that supporting high quality teaching is pivotal in improving children's outcomes. Teachers across school are involved in a raising achievement focus. This includes being given the opportunity as part of their professional development to hone their subject knowledge to ensure students are able to access and understand the curriculum</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>
		<p style="text-align: right;">Total budgeted cost: 12000</p>
<p>Targeted Support</p>		
<p>Action</p>	<p>Intended outcome and success criteria</p>	<p>What's the evidence and rationale for this choice?</p>
<p>To run After School Learning Sessions: Identified students in Year 11 to receive small group tuition after school through subject intervention sessions</p>	<p>Students are able to use this additional learning time to 'catch up' in objects where they have been identified as having a learning need with specialist teaching staff to support them.</p>	<p>Extending school time can be very effective at closing the attainment gap and provided specialist instruction aimed at student's individual needs</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>

<p>Core PE Maths catch up sessions: Small group intervention focusing on securing grade 4s</p>	<p>Identified groups of students benefit from four sessions a week with a focus specifically aiming at securing a grade 4 in Maths. Intervention takes place with a specialist Maths teacher.</p>	<p>EEF - Covid-19 support guide for schools, Sept 2020</p> <p>‘There is extensive evidence supporting the impact of high quality one-to-one and small group tuition as a catch up strategy’.</p>
<p>To deploy Academy 21 tutor sessions for students unable to attend the academy in preparation for their GCSE examinations</p>	<p>Support provided for two students unable to attend the academy to ensure that they are able to continue to prepare for their examinations, provided with feedback and the necessary resources required to be successful.</p>	<p>Research indicates that 1:1 tuition is very effective at closing the attainment gap</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>A Tiered Approach to 2020-21</p> <p>‘A common misconception can be that pupils’ wellbeing and social emotional learning is separate from their academic, curriculum-based learning</p>
<p>To invite targeted Year 11 students to attend Easter revision sessions in specific subjects focussing on key areas of need such as ‘aiming for 7-9 sessions and extended writing guidance.’</p>	<p>Identified students benefit from a menu of Easter sessions across a range of subjects each with a focus specifically tailored to meet their learning needs to improve their academic outcomes.</p>	<p>Research indicates that 1:1 and small group tuition is very effective at closing the attainment gap</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition.</p>
<p>To identify the weakest readers with each year group.</p> <p>To ensure suitable literacy interventions are implemented to support weakest readers and increase Age Related Expectations.</p> <p>To ensure that literacy intervention in the form of vocabulary and comprehension programmes (Bedrock) are further developed to meet the bespoke needs of our post</p>	<p>Reading ages for all students are tested and shared with staff to enable effective planning and intervention.</p> <p>An adaptive literacy intervention, which develops reading at all levels, including phonics, is implemented. Students are regularly retested to measure progress. Students are moved up / down Tiers based on outcome and levels of need.</p> <p>Students regain their confidence in and their love of reading and writing for various purposes and audiences. Students have the necessary literacy skills to access their broad and balanced curriculum. The literacy programmes have a positive impact on students’ ability to understand a text and address vocabulary and concept gaps.</p>	<p>EEF - Covid-19 support guide for schools, Sept 2020</p> <p>‘A particular focus for interventions is likely to be on literacy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills’.</p> <p>Research indicates that vocabulary and comprehension programmes can have a positive impact on students’ ability to understand a text and address vocabulary and concept gaps.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Sutton Trust: Reading Comprehension Strategies +6 months</p>

lockdown cohort. To establish a school wide tutorial reading programme to embed the practise and routine of reading.	Students have regular dedicated time to read collectively and enjoy high quality modeling and high expectations on their own reading aloud.	
To provide transport for disadvantaged students to attend afterschool revision and targeted tuition sessions	Identified students benefit from accessing targeted tuition in key subject areas with a focus specifically tailored to meet their learning needs and thus improve their academic outcomes	Research indicates that 1:1 and small group tuition is very effective at closing the attainment gap https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition . https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time
		Total budgeted cost: 20000

Wider Strategies		
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?
Development of online event packages such as Parents Evening	This will ensure all students/parents can still have access to parents evenings, information evening and other whole school events to ensure clear information is given when the school is not open to anyone other than students.	The EEF states levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such tailoring positive communications about learning, can prove actionable and successful for schools. Parents evenings now meet the needs of families who felt uncomfortable attending due to large numbers of people https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement

<p>Academic Coaching (for the Year 11 cohort) and targeted coaching with 20 identified male students at risk of under performing delivered by an experienced member of teaching staff,</p>	<p>All Year 11 Students benefit from regular, allocated coaching time to discuss their progress in their GCSE subjects. Coaching also enables students to plan their time effectively and develop strategies to overcome any barriers which they may have with a teaching staff advocate to support them.</p>	<p>Research indicates that academic mentoring and/or one-one-tuition is very effective at improving student outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>EEF – The EEF Guide to Supporting School Planning – A Tiered Approach to 2020-21 ‘A common misconception can be that pupils’ wellbeing and social emotional learning is separate from their academic, curriculum-based learning</p>
<p>To enable all new Year 7 students to have a transition opportunity to ease their start to school through the provision of Summer School</p>	<p>Lower levels of student absence and/or anxiety due to fear of starting a new school and/or returning to school post lockdown. Parent and student feedback about the experience is positive</p>	<p>EEF - Covid-19 support guide for schools, Sept 2020 ‘Planning and providing transition support, such as running dedicated transition events – either online or face to face, as restrictions allow – is likely to be an effective way to ensure pupils start the new year ready to learn’.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p>
<p>To re-purpose the Learning Bridge to provide two distinct spaces to meet students' needs. The Learning Bridge will have designated desks for identified students with SEND needs and an EHCP to enable them to access learning in a suitable environment.</p> <p>The intervention side will be for running SEND based interventions (e.g. ELSA/ Cup of Tea group/Curriculum support sessions).</p>	<p>Fewer students are at risk of fixed term exclusions or permanent exclusions. Fewer students unable to identify their behavioural, emotional, trauma-based triggers, which are hindering personal success now and will do so in the future.</p> <p>Robust inclusion support process in place leading to students working in The Learning Bridge when appropriate. Reduced number of fixed term and permanent exclusions.</p>	<p>DfE - Actions for schools during Coronavirus outbreak ‘Returning to school is vital for children’s education and for their wellbeing’.</p> <p>EEF - Covid-19 support guide for schools, Sept 2020 ‘Interventions might focus on other aspects of learning, such as behaviour or pupil’s social and emotional needs’.</p> <p>The Dfe states that ‘Schools should work with those pupils who may struggle to re-engage in school and are at risk of being absent or persistently disruptive’. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>

<p>To purchase Seneca, subscription for identified KS4 students</p>	<p>A remote learning package is on offer that does not always require parents to engage with the activities, affording students greater independence and increasing the likelihood that parents can sustain learning from home. Targeted students at KS4 can consolidate their learning and address any gaps in their subject knowledge thus leading to improved outcomes</p>	<p>EEF - Best evidence on supporting students to learn remotely, January 2021 ‘Using technology to support retrieval practice and self-quizzing can help pupils retain key ideas and knowledge’.</p> <p>EEF - National Tutoring Programme - Supporting schools to address the impact of Covid-19 closures on pupils’ learning. August 2020</p> <p>‘There is extensive evidence showing the impact of tutoring to support pupils who have fallen behind. However, access to tutoring is often limited to the schools and parents that can most afford it. It’s estimated that around 80% of disadvantaged pupils currently don’t have access to quality tuition. The National Tutoring Programme aims to support schools in addressing this’.</p>
		<p style="text-align: right;">Total budgeted cost: £55166.50</p>

ADDITIONAL INFORMATION

This catch up premium statement has been written with reference to the following internal information and evidence-based research:

- Ansford Academy knowledge of student progress and impact of lockdown
- Feedback from staff, pupil and parent/carer consultation
- Internal analysis of attendance and student behaviour records
- DfE – Catch up premium (November 2020)
- EEF - Covid-19 support guide for schools (Sept 2020)
- EEF - Best evidence on supporting students to learn remotely (Jan 2021)
- EEF Toolkit (<https://educationendowmentfoundation.org.uk/>)
- EEF Guide to Supporting School Planning: A Tiered Approach to 2020-21
- Chartered College of Teaching – Catch up and recovery approaches (June 2020)
- SSAT Article: Barry Carpenter – Loss and life for our children and schools post pandemic (July 2020) (<https://www.ssatuk.co.uk/blog/a-recovery-curriculum-loss-and-life-for-our-children-and-schools-post-pandemic/>)
- DfE – Providing remote education provision (March 2022)
- National Tutoring Programme - Supporting schools to address the impact of Covid-19 closures on pupils’ learning.
- The Sutton Trust (<https://www.suttontrust.com/>)