

COVID-19 Catch-up Premium Strategy Statement 20-21

At City Academy Norwich we welcome the additional catchup funding to support our students in re-accelerating their progress, following the significant disruptions caused by Covid-19.

City Academy Norwich is supported by Bohunt Education Trust. Each of the Trust schools has taken a bespoke approach to the use of this funding, based upon educational research and best practice recommended by the Education Endowment Foundation (EEF). For City Academy Norwich, the specific approach is detailed below.

Priority	What are we doing?	How will we check and know it is working?
<p>A. Disadvantaged progress (PP, SEND, broader disadvantaged group)</p>	<p>Working with both catch up funding and National online tutoring programme to ensure tutoring is provided for students identified as those that would benefit from support and intervention.</p>	<p>Measure of termly monitoring working with online tutoring providers.</p>
<p>B. Gaps in knowledge and skills in Core</p>	<p>1:1 (3:1) and National Tutoring Programme for identified groups</p> <p>Academic Mentor - small group intervention for Y7, 8 and 10</p> <p>Easter school and summer school – extended support for key year groups. To provide catch-up for those students most affected by lockdown.</p> <p>Trust supported immersion intervention programme.</p>	<p>Departmental assessments and baselines, linked to continual monitoring of learning and engagement weekly.</p>

C. Year 7 Catch up and Transition needs	<p>Literacy and Numeracy support for year 7 to address the gap inherited in Year 7 between PP/Non-PP.</p> <p>Promotion of Game changer rewards programme</p> <p>Support for SEND and whole school development of ELSA coaching and training.</p>	<p>Students with lower average reading ages both PP /Non-PP will be supported to close the gap within literacy and numeracy across year 7. This will be measured via regular low stakes testing while in lockdown and remote learning and via formal assessments against baselines upon return to traditional schooling.</p>
D. Year 11 Acceleration of Revision	<p>To ensure a link with PixL makes the most of resourcing and support to aid year 11 revision and address gaps in learning.</p> <p>GCSE Pod.</p> <p>Assessment and grading to support students gaining the best possible outcomes.</p>	<p>Engagement of year 11 will increase via tracking and monitoring on a weekly basis over lockdown and remote learning.</p> <p>Students will have appropriate evidence via both remote and in school work to support a suitable evidence base for teaching assessment and any centre assessment.</p>
E. Mental Health and Student Wellbeing	<p>Training and implementation of “ELSA Coaching” programme as part of the whole school approach to supporting mental health.</p>	<p>Baseline of comparisons of referrals to be compared to previous year. Number of drop in’s and student / parent and carer referrals monitored. Termly review of cases linked to wellbeing / referrals / safeguarding.</p> <p>Staff confidence levels / student survey</p>
F. School Readiness and Engagement (attendance / behaviour)	<p>Outdoor Classroom Provision & Allotment provision increased</p> <p>Parental & Carer Engagement</p>	<p>Further physical development of school allotment and outdoor provision will be tangible.</p> <p>Parent and carer engagement to be measured by regular surveys throughout the year which both mirror Ofsted view</p>

		and also Academies own internal wellbeing areas of monitoring linked to lockdown and IMPACTed work with students.
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