

Olive AP Academy – Havering

Statement of use of coronavirus (COVID-19) catch-up premium 2020-2021

Summary information					
Academy	Olive AP - Havering			Academic year	2020-2021
Total number of pupils	50	Total per pupil budget	£240	Date of reviews at AAB	March 2021
		Total fund	£12,000	22 March 2021	(shared Feb 2021)
				24 May 2021	May 2021

OA strategic priorities for narrowing the gap	
1	Enhance quality of education
2	Improve literacy and communication skills
3	Improve attendance
4	Strengthen diagnosis and interventions to meet specific needs of those with SEND
5	Strengthen attitudes to learning

OA priorities for this funding	
1	Ensure all students who do not have access to adequate IT equipment at home are sufficiently well equipped to engage with remote lessons and blended learning.
2	To 'bridge the gap' in and address gaps in fundamental literacy skills while helping students build the higher-order skills they need to comprehend, analyse, evaluate, and compare increasingly complex literary and informational texts.
3	To support year 11 students in making an effective transition into learning or employment post 16.
4	To improve the physical and mental health and wellbeing of all students

Catch Up Action Plan for 2020-21

Actions	Success criteria	Monitoring (Lead)	Cost	Review and impact (March 2021 & May 2021)
Priority 1: Ensure all students who do not have access to adequate IT equipment and are sufficiently well equipped to engage with remote lessons				
Update audit on provision and identify individual students who would benefit from access to a laptop. Source laptops at cost from IT provider Agree device loan agreements and distribute	Laptops installed Students accessing remote lessons and completing assigned work	Weekly engagement reviews analysed and submitted to CEO (Remote education lead)	£3000	Since coming out of the lockdown and remote education has ceased this project is part of a wider ICT Strategy in which an ICT suite is being developed for the academy.
Priority 2:				
To 'bridge the gap' and address gaps in fundamental literacy skills while helping students build the higher-order skills they need to comprehend, analyse, evaluate, and compare increasingly complex literary and informational texts.	To introduce a measurable literacy programme as part of a wider literacy strategy and whole school reading initiative.	<ul style="list-style-type: none"> • More effective baselining of students (SENDCO) • Individual and small group interventions (SENDCO) • Whole class reading programme monitored through QA processes (Hof A) 	£4000 Accelerated Reader	Although we have not proceeded with accelerated reader specifically we have used the allocated funding to address gaps in literacy. We have built a new library and have purchased books to resource the library. In addition, we have developed a reading and literacy strategy to further bridge any gaps which still includes a more effective purchased reading resource. It is difficult to measure impact yet as we have only recently finalised the literacy/reading strategy, however we are on course in terms of embedding reading within the fabric of the academy.
Priority 3:				
To support year 11 students in making an effective transition into learning or employment post 16.	To put in place measures to mitigate the risk of any year 11 students becoming N.E.E.T	<ul style="list-style-type: none"> • Supporting year 11 in skills based training. • Intensive mentoring and personal support (Life coach) on areas such as 	£2000 allocated to supporting range of initiatives	All year 11 students were allocated designated year 11 learning mentors. This person was responsible for weekly phone calls, supporting with college

	<p>To regularly review progress towards success criteria mapping this in Careers spreadsheet set up by AHT. This includes: Applications Skills log CV completed</p>	<p>personal finance, health and wellbeing</p> <ul style="list-style-type: none"> • Financial support for equipment/training towards post 16 pathway. • Teacher/staff cover to allow for staff to conduct home visits and support student application process • Regular monitoring through weekly LM and SLT meetings. 		<p>applications, helping students apply for jobs, and supporting the students in finalising year 11 teacher assessed grade work. We started this process with just 8 students secure in their pathway to post 16 education out of 22 students. Now there are only 3 students without a college place and there are plans in place to support these students.</p> <p>Home visits and meetings have been conducted to support hard to reach students. In addition, a designated hard to reach mentor was set up with the aim of working closely with the EWO and attendance team in order to support the year 11 post 16 transition.</p>
<p>Priority 4: ,</p>				
<p>To improve the physical and mental health and wellbeing of all students</p>		<ul style="list-style-type: none"> • Purchase of gym equipment to turn current Annex area into a gym with access to boxing bag. • Setting up of new 'Bridge' room and therapeutic space. 	<p>£3000</p>	<p>We have not purchased the gym equipment due to the Annex area where the gym was to be located, being temporarily used as the testing area for Covid Lateral Flow Tests. However, the bridge is now fully operational and the therapeutic room is also fully operational with a range of equipment also purchased to support students' sensory needs.</p>