



the
**Deaf
Academy**
Inspiring education



Covid Catch Up Premium Academic Year – 2020/21

September 2021

Exeter Royal Academy for Deaf Education, a company limited by guarantee
Registered office: The Deaf Academy, 1 Douglas Avenue, Exmouth, EX8 2AU

Company registration no. 6585703 | Registered charity no. 1124523



COVID19 catchup premium Summary

SUMMARY ALLOCATION			
Total number of pupils:	31	Amount of catch-up premium received per pupil:	£240
Total catch-up premium budget:	£7,440		

STRATEGY STATEMENT	
<ul style="list-style-type: none"> • The catch-up priorities are to improve student literacy levels and to increase the access and range of books throughout COVID/periods of remote learning • The core approach is having a dedicated HLTA for literacy to increase literacy levels alongside an accelerated reader programme to contribute to helping pupils catch up missed learning • The overall aims of the catch-up premium strategy are: <ol style="list-style-type: none"> 1. To reduce the attainment gap between your disadvantaged pupils and their peers 2. To raise the attainment of all pupils to close the gap created by COVID-19 school closures 	

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Low levels of literacy
B	Ensuring a wide enough range of books to support different reading levels
C	To support low income families, by ensuring their child has access to a wide range of books

ADDITIONAL BARRIERS	
External barriers:	
D	Students would not have been able to access our library books due to Covid and would have been at a disadvantage as the majority of their parents do not use BSL to support them in reading

E	Students literacy levels are low and finding age appropriate books to develop their interest in reading
F	English is a second language for the majority of students at the Academy.

Expenditure

Quality of teaching for all					
Action	Intended outcome and success criteria	Whats the evidence and rationale for this choice?	How will you make sure its implemented well?	Staff lead	When will you review this?
Promotion of Learning Leader to a Higher-Level Teaching Assistant to lead literacy	Lead on literacy interventions, identifying strategies, timetabling specific additional reading and English sessions every day to accelerate our students English levels	<ul style="list-style-type: none"> Student working towards L1 Functional Skills qualifications and barrier to learning using BSL as a first language. 	Review of effectiveness of additional literacy sessions	Curriculum Managers	
				Total cost:	£2,093.76
Targeted support					
Action	Intended outcome and success criteria	Whats the evidence and rationale for this choice?	How will you make sure its implemented well?	Staff lead	When will you review this?
Provide access to online books with assessments, through the purchase of Accelerated Reader programme	Accelerated Reader programme purchased to support improved literacy levels,	Students have access to an iPad and reading programme can be accessed online which provides an assessment to enable progress to be tracked. Online access also ensures reading isn't disrupted during periods of remote learning due to COVID.	Regular checking of how many books are accessed by students. Use of tests to show progress. Overall summary of which students are access Accelerated Reader.	Curriculum Managers and HLTA Literacy	
				Total cost:	£5,346.24

TOTAL COSTS	£7,440.00
CARRIED FORWARD TO 21/22	£0

ADDITIONAL INFORMATION

1. HLTA Literacy

Having an HLTA literacy has been a great resource in supporting intervention and team teaching of English across the academy. All college students have received additional support from the HLTA. Four students have received 1:1 support interventions.

2. Accelerated Reader project

The accelerated reader resources support some students in accessing additional age appropriate reading materials. In total 20 students accessed additional books. Although accelerated reader helped some students access additional reading through the course of the pilot some shortcoming of the resource were identified related to the reading age of our learners. This is currently being reviewed by the Curriculum Manager for standards and achievement. Accelerated reader gave students access to books whilst at home, as well as in school/college.