

COVID-19 catch-up plan

About this plan

- The government is providing funding to cover a one-off universal catch-up premium for the 2020-21 academic year.
- It aims to support pupils to catch up for lost learning so schools can meet the curriculum expectations for the next academic year.
- Schools are able to spend the funding as they see fit, in the way they think will be most effective to meet the needs of their pupils.
- This plan sets out how the funding will be spent and is based on the assumption that the funding is only for the current school year.

COVID-19 catch-up premium spending: summary

Summary Information			
Total number of pupils:	274	Amount of catch-up premium received per pupil:	£298 (based on current numbers)
Total catch-up premium budget:	£81,600		
Strategy Statement:			
<p>The core priority of this plan is to ensure that, as soon as possible, data in the areas below show a return to levels that are equal to or better than those which were evident in the Autumn Term 2020. These measures are:</p> <ul style="list-style-type: none"> ○ Overall progress ○ Attendance ○ Behaviour incidents recorded ○ Progress in English and Mathematics ○ Children not accessing full time education <p>Whilst Literacy and Numeracy are a priority, the plan also recognises the need for a rapid return to pupils accessing the full range of the curriculum.</p> <p>The plan also aims to build resilience with the system that mitigates the on-going impact of the COVID-19 pandemic and the subsequent disruption experienced in the current academic year 2020-21.</p> <p>Support to ensure a successful transition to post 16 is also within the plan for Y11 students whose preparations were disrupted in 2019-20</p>			

Barriers to Learning

- All pupils within our academy have Social, Emotional and Mental Health (SEMH) needs, which are outlined in a full Education Health and Care (EHCP) plan.
- The vast majority of our children enter the Academy with attainment levels that are significantly below their peers nationally and in many cases well below age related expectations.
- Accessing the curriculum at a developmentally appropriate level and the need for additional support to build towards independently achieving this progress on their learning journey.
- Many of our pupils join the academy after being out of education for a period or have historically low attendance in their previous educational settings.
- Many of our learners have obstacles to their individual learning based on their ability to communicate, social and emotional development or in their ability to interact with others.
- A large number of students show lower than expected levels educational and appropriate social independence, confidence, self-esteem, resilience, problem solving and life skills.
- Pupils typically need support to enable them to access their environment and community in positive and appropriate ways.

Approach

- All plans are based on our clear understanding of the needs of our pupils and what works well for them
- Certain approaches have been avoided where we have judged they will not be effective – for example buying in 1:1 tutoring from external providers
- Within the plan, site leaders have had the autonomy to innovate and adapt the use of the funding to the specific needs of pupils on site and skill sets of those staff teams
- Approaches therefore differ, but all fit within the shared objectives and desired outcomes of the plan.
- Successful practice identified from the different approaches will be shared across sites so that any future funding can be even more effectively targeted to support proven approaches.

Planned expenditure for current academic year

Desired Outcome	Chosen action / approach	What is the evidence / rationale for this choice	Staff Lead	When will you review implementation
Ensure “catch-up” in Literacy and Numeracy. Progress levels return to those better than or equal to Autumn term 2019.	Identified additional staff implement agreed intervention programmes with individuals/ groups <ul style="list-style-type: none"> • Mixture of dedicated staff member and staff freed up to provide additional support and interventions • Full time Literacy and Numeracy intervention TA recruited for one year – delivering timetabled catch up sessions • Honoraria awarded to a number of staff to support: <ul style="list-style-type: none"> ○ Reading ○ Developing home reading • Revision sessions – including individual tutoring delivered by existing staff • Additional revision and catch up resources procured • Additional training for staff to support catch up 	EEF evidence on efficacy of range of targeted interventions in Literacy and Mathematics Guidance on 1:1 tuition	Principals	Easter 2021
Ensure rapid return to pupils accessing the full range of the curriculum	<ul style="list-style-type: none"> • Increased access to individual music tuition • Additional intervention activities in Science and Technology 	Targeted, individualized programmes for pupils	Principals	Easter 2021

Desired Outcome	Chosen action / approach	What is the evidence / rationale for this choice	Staff Lead	When will you review implementation
<p>Develop digital offer to build resilience with the system that mitigates the on-going impact of the COVID-19 and the subsequent disruption experienced in the current academic year 2020-21</p>	<ul style="list-style-type: none"> • Recruited for one year- Lead ICT practitioner to: <ul style="list-style-type: none"> ○ work with Maths and English leads to implement both literacy and numeracy online intervention programmes ○ provide focused training of staff on effective use of digital technology ○ to teach pupils 1.1 on how to access and gain the most from online intervention packages. ○ Work with parents to develop confidence in supporting online learning 	<p>EEF Tiered Model</p>	<p>Principals</p>	<p>Easter 2021</p>
<p>Build resilience with the system that mitigates the on-going impact of the COVID-19 pandemic and the subsequent disruption experienced in the current academic year 2020-21 by developing access to outdoor learning</p>	<ul style="list-style-type: none"> • Utilising expert practitioner (2 days per week) to lead pupils, model effective teaching and deliver training for staff in outdoor learning • Investment in resources for new outdoor curriculum 	<p>EEF Tiered Model</p>	<p>Principals</p>	<p>Easter 2021</p>

Desired Outcome	Chosen action / approach	What is the evidence / rationale for this choice	Staff Lead	When will you review implementation
<p>Ensure a successful transition to post 16 for Y11 students whose preparations were disrupted in 2019-20</p>	<ul style="list-style-type: none"> • 2 x Post 16 Transition Coordinators to work with current Y11 to: <ul style="list-style-type: none"> ○ Identify pathways ○ Support applications ○ Mentor and support pastoral needs around transition to post 16 	<p>To ensure appropriate support is in place to avoid vulnerable students becoming NEET</p>	<p>Principals</p>	<p>Easter</p>

Breakdown of planned expenditure for current academic year

Role	Cost
Full time Literacy and Numeracy Catch up Intervention	£15,200
English and Maths Catch Up Tutoring	£500
Reading Catch Up Lead	£1500
Literacy and Numeracy Catch up resources	£2600
Catch up programme Training	£1700
Speech and Language Training	£3000
Parental Engagement Lead and resources	£6300
Post 16 Transition Coordinator	£4100
Music 1:1 Peripatetic support	£3550
Science and DT Technical and Academic Support	£1500
Outdoor Learning / Classroom development	£5000
Full time ICT Lead Practitioner	£23,300
	TOTAL £68,250
	Remaining £13,350

Plans will be reviewed and after the first term (Easter 2021) and allocated to meet any unmet need identified at that point.