



COVID-19 Catch Up Premium Expenditure Plan

Contextual Information			
Number of pupils on roll in September	206	Academic year or years covered by statement	2020/2021
Publish date	September 2020	Review date	July 2021
Total amount of Catch Up Premium received	£9506	Statement Authorised By	Gemma Stangroom

Teaching Priorities
Barriers to Learning
Gaps in the curriculum coverage
Preparing the academy for potential further closures
Staff confidence in working within the model of blended teaching and learning
With increased usage of internet based resources and platforms, there is an increased risk of improper use and exposure to inappropriate content.

Year Group	Actions	Intended Impact
All Year Groups	<p>Further develop assessment processes in order to better identify gaps in learning due to periods of isolation for individuals and groups and reflective of our curriculum updates.</p> <ul style="list-style-type: none"> - Utilise Target Tracker fully to support staff to have detailed understanding of gaps in knowledge and understanding - Research and purchase consistent assessments resources from which detailed gap analysis and standardised scoring can be ascertained. 	Staff are able to use assessments and Target Tracker to get a comprehensive understanding of children's understanding and gaps therefore knowing where learning needs to go next.
All Year Groups	Provide regular leadership time for subject leaders.	Subject leaders will have a strategic overview of their subject's curriculum coverage to inform a comprehensive evaluation and therefore target support and CPD effectively.



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All Year Groups	Implement a blended learning strategy with clear expectations, processes and guidelines. Utilise LAT IT Trainer to support some staff to develop their skills to support blended learning approaches	Teachers become more confident in delivering blended learning techniques and enhancing the use of digitised resources. This will mean that pupils are therefore well prepared to use technology should there be a need for pupils to switch to remote learning
All Year Groups	Provide time and resources to upskill staff, parents and pupils with safe online practice through the purchase and use of the training content on the National Online Safety website.	The academy will achieve Certified School Status through the National Online Safety website Pupils, staff and parents report that they feel confident in keeping themselves and their children safe online. There will therefore be few online safety incidents but when there are, they are dealt with swiftly and effectively.
Year 6	Weekly interventions in place for targeted year 6 pupils -Sessions with Director of Improvement -Weekly after school club from M3	Any identified gaps will be closed due to precise and targeted input from Teacher/DOI/HLTA/TA
Year 2	Temporary Teaching Assistant to be in place to support teaching and learning of pupils in absence of substantive Teaching Assistant	Sustained capacity in staffing will enable progress of pupils to at least be sustained. Sustained capacity will enable specific interventions to take place- i.e. phonic intervention for pupils that did not pass the phonics test in the Autumn term.
Total Cost	£4000	

Targeted Academic Support

Barriers to Learning

Gaps in learning have been identified as a result of baseline assessments and teacher assessment.

Speech and Language is the greatest need within the academy which is impacting on progress of some pupils

Ensuring that all of SEND children are making social, emotional and academic progress following the lockdown period.

Wellbeing is lower for some pupils due to changes in routine.



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Year Group	Actions	Intended Impact
All Year Groups	TAs to be trained to provide SALT programmes (generated from Speech Link, Language Link or NHS) for pupils who require interventions. TAs to be trained to screen pupils for SALT needs across the school.	SALT programmes will identify and then support pupils to make progress. SALT screeners will identify need swiftly and allow for intervention to be put in place in a timely manner.
All Year Groups	Research best value provision for SALT provision from specialist therapist	Change provider if existing therapy team cannot provide best value and impact so that children can make rapid progress
Year 2 - Year 6	Provide pre and post teach sessions in core subjects for targeted children.	Any identified gaps will be closed due to precise and targeted input from either the class teacher or teaching assistant.
All Year Groups	Teaching assistants to provide same day interventions.	Emerging gaps will be addressed and closed to ensure that at least a good level of progress is maintained for all children regardless of starting point.
EYFS, Year 1, Year 2	Purchase further resources to support early reading. TA's and new staff to be trained in early reading and phonics.	Children's phonetic understanding and skill in blending for reading will improve. Phonic scores will improve and the proportion of children on more challenging reading books will increase.
All year groups	Purchase additional Collins Big Cat banded reading books to supplement books in school	This will support teachers further with the assessment of reading in school, particularly in KS2. Tracking of reading progress will also be more effective resulting in a good level of progress for all pupils in reading.
All Year Groups	Weekly access to dog therapy for targeted children.	Wellbeing and self regulation of targeted children is improved and therefore their learning and outcomes are positively impacted upon.
All Year Groups	Weekly Play Therapy sessions for identified children	Wellbeing and emotional support of targeted children is improved and therefore their learning and outcomes are positively impacted upon.
Total Cost	£2500	

Wider Strategies



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Barriers to Learning
Supporting as many pupils as possible to access a device e.g. a Chromebook to enable effective blended learning
Ensuring that all children can access learning from home
Maintaining a high attendance % for all students is a priority.
Concerns around anxiety and safeguarding issues following the lockdown period.
Maintaining parental engagement levels.
Pupils have been largely inactive during the lockdown period and therefore need to reconnect with healthy lifestyles.

Year Group	Actions	Intended Impact
All Year Groups	Communicate with parents to ascertain any barriers to accessing devices at home	Pupils that need access to a device will receive one so they can access learning remotely therefore minimising the impact on their progress.
All Year Groups	Especially allocated session time focusing on identifying emotions and self-regulation and any related resources.	Children become self-assured and confident learners willing to take risks and therefore make increased progress.
All Year Groups	Develop The Lodge area and wooden trim trail area as an outside classroom to support teaching and learning	Children will learn how to lead more healthy, balanced lifestyles improving their physical and mental health.
All Year Groups	Purchase rewards to promote and incentivise high levels of attendance. Embed systems and procedures at all staffing levels to promote good attendance.	Attendance will be at least 96% or better and persistent absence will be below national averages.
All Year Groups	Ensure that low income families have access to devices at home in order to access remote learning by contributing to the Chromebook scheme within LAT.	Pupils can access learning remotely therefore minimising the impact on their progress.



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All Year Groups	Develop a virtual open school event for current and prospective parents to access. Develop and distribute online parental voice forms. Provide virtual parental workshops. Provide virtual parent consultation sessions	Parents continue to feel immersed in the school community and are therefore more engaged to support their child.
Total Cost	£3000	