



COVID-19 Catch-Up Premium Spending: Summary

SUMMARY INFORMATION			
Total number of pupils:	294	Amount of catch-up premium received per pupil:	£240
Total catch-up premium budget:	£65,760		

STRATEGY AIMS	
<ul style="list-style-type: none"> ▪ The school aims to raise the attainment of all pupils to close the gap created by COVID-19 school closures ▪ The school needs to plug the significant technological gap created by such a high number of disadvantaged families so that all pupils can access remote learning during Covid-19 disruptions and closures of classes and/or bubbles. ▪ The school needs to help reduce levels of anxiety caused by the disruption to routines of ASD and SEND pupils ▪ The school needs to focus on the gap analysis for reading that has developed in order to help pupils access all learning more effectively 	

Barriers to Learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	All pupils in the school have an EHCP and are significantly below Age Related Expectations in all subjects and the gap has widened due to lockdown.
B	Many ASD pupils have sensory and behavioral issues triggered by huge disruptions to their routine.
C	Anxiety levels will be high due to emotional and social issues deepened during lockdown especially as 48% are from disadvantaged backgrounds (FSM).
ADDITIONAL BARRIERS	
External barriers:	
D	Attendance issues linked to Covid-19 and self-isolation requirement. Parents who are reluctant and nervous about sending their children in due to the pandemic.
E	The technological gap that many families have due to their socio economic circumstances. A parental survey was undertaken in the first lockdown so the school has a very clear idea of the families who struggle with affording devices and/or internet.
F	Continued disruption to routines throughout Covid-19 and high anxiety levels

Planned Expenditure for Current Academic Year

QUALITY OF TEACHING FOR ALL					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Teachers use Assessment tool PAPS	<p>Pupils make good progress, as defined by teachers or subject coordinators, in their EHCP outcomes.</p> <p>Teachers use B Squared PAPS to monitor the progress; pupil and parent response to progress; Leadership Team to monitor and target support as needed; gather parent/pupil views on EHCP progress and Annual Reviews.</p> <p>At least 90% of all pupils will achieve or exceed their targets.</p>	<p>We know our SEND pupils achieve small step targets that are individualized and set as part of their EHCP Annual Reviews.</p> <p>These targets are individual and personalised and will be focused on the gap analysis data identified by teachers in the Autumn Term.</p>	SLT and Line Managers hold regular Pupil Progress Review Meetings throughout the year to monitor and keep pupils on track and ensure challenge is built in for those exceeding targets.	HT / DHTs / AHTs	July 2021
Academic 1:1 interventions will be tailored to individual pupil's and their gaps as identified in teacher assessment (above)			TA appraisals will identify pupils and 1:1 time will be built into lessons for catch up targets identified to be taught.	Teachers / TAs / SLT	July 2021
Total budgeted cost:				£0.00	

TARGETED SUPPORT					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Recruit a Reading Recovery teacher.	Pupils who are identified as having fallen behind in reading will be assigned a 1:1 intensive catch-up programme by a Reading Recovery teacher. Year 10 will be prioritised to support with exams in 2021	Reading is a crucial skill to help our pupils' access wider curriculum learning and it is an area they all struggle with. Pupils particularly struggle with comprehension and need focused 1:1 teaching to make good progress.	1:1 teacher will assess and work with the children who have fallen back significantly according to teacher PAP assessments.		July 2021
Closing the technology gap to facilitate home learning by purchasing 100 Chromebooks via LGFL Bridge the Gap Scheme.	All pupils who are self-isolating will have access to Google Classroom.	A survey was undertaken by the school of technological capacity in the home during the first lockdown. Many families struggle to access devices and the internet due to the cost.	Chromebooks will be loaned to families where needed most. Monitoring of access to Google Classroom will be undertaken by AHT KS4.	Headteacher / AHT KS4	July 2021
Total budgeted cost:				£14,000 IT £30,000 Reading Recovery £44,000 Total	

OTHER APPROACHES					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Therapeutic movement and dance therapy for ASD pupils.	Pupils will settle back into school routine and anxieties will be supported.	ASD pupils have struggled to cope with the continual disruption to their routines due to lockdown and isolation requirements. They constantly need techniques to self soothe and learn to regulate. This helps remove barriers to learning.	Dance & Movement Therapist sourced to deliver programmes and work with parents and families of ASD pupils. Parent questionnaires and case studies will show impact.		July 2021
Total budgeted cost:				£20,000	