

## COVID-19 Catch-up Premium Plan

<b>Academy overview</b>			
Numbers on roll - year 7 to 11	783 (census autumn 2020)	Pupil Premium eligible students	295 (census autumn 2020) - 38%
Allocated funding (catch-up)	£59,760 (census autumn 2019 - 747 students)	Predicted cost (spending)	£60,000
Academic year covered by plan	2020/2021	Review date	January 2021

<b>Guidance</b>
<p>Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.</p> <p>We know that we have the professional knowledge and expertise at All Saints' Academy to ensure that children and young people recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our recovery.</p> <p>The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.</p> <p>Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each student in year's 7 through to 11. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year.</p>

<b>Use of funds</b>
<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools</a> with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way. This includes, for example:</p> <ul style="list-style-type: none"><li>• One to one and small group tuition.</li><li>• Intervention programmes to help re-engage pupils or extra teaching capacity from September.</li></ul> <p>To support us to implement our catch-up plans effectively, EEF has published the <a href="#">school planning guide: 2020 to 2021</a>. This provides further guidance on how we should implement catch-up strategies and highlights effective practice.</p>

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### Accountability and Monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, Members and Trustees should scrutinise our approaches to catch-up from September, including our plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

### Plan (as per EEF recommendations)

- Catch up premium funding will be clearly identifiable within the budget.
- The Principal and Finance Director in consultation with the Trustees and staff, will decide how the catch-up premium is spent for the benefit of entitled students.
- The Academy will be accountable for how it has used the additional funding to support the achievement of those students covered by the catch up premium and the Principal will report to the Board of Trustees and parents on how effective the intervention has been in achieving its aims.
- We will publish online information about how we have used the catch-up premium.
- We will ensure that parents, Trustees, and others are made fully aware of the impact of the catch-up premium.
- We will monitor evaluate and review the success of the impact of the catch-up premium.

The EEF guidance suggests a 3-tiered approach:

Teaching Priorities	Targeted Academic Support	Wider Support
<ul style="list-style-type: none"> <li>• Supporting great teaching</li> <li>• Students assessment and feedback</li> <li>• Transition support</li> </ul>	<ul style="list-style-type: none"> <li>• One to one and small group tuition</li> <li>• Intervention programmes</li> <li>• Extended school time</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting parents and carers</li> <li>• Access to technology</li> <li>• Summer support</li> </ul>

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Teaching Priorities			
Measure	Activity	Intended Outcome	Predicted Cost
Student assessment and feedback to ensure gaps in knowledge are identified and addressed.	<p>Review and reflect on the gaps in knowledge and skills that are evident from the lockdown period.</p> <p>Understanding the barriers to learning using surveys for parents, students and staff.</p> <p>Purchase revision guides and support materials (both online and texts) for all students in all subjects to ensure independent work can be completed at home.</p> <p>Continue the tracking engagement in remote learning to keep up the positive momentum that was created during lockdown one.</p> <p>Pastoral and subject teams focussed daily on any students missing learning time; 'Protect every lesson like it was their last' to avoid any further gaps in knowledge. Address any barriers to access.</p>	<p>Subject Leaders have identified the gaps in learning, have prioritised students' intervention needs and have clear strategies to close the gaps in learning.</p> <p>Students will develop independent learning skills to support them in being able to recall knowledge. This will lead to improved outcomes for all students.</p> <p>Home learning will improve the independence of our students as well as support progress when it comes to key assessment points.</p> <p>All students have access and are engaged in a full remote learning curriculum.</p>	Books and learning materials. £6,000
Develop a remote learning plan that will ensure all students have access to high quality learning throughout Tier 1-4 closures.	<p>Create resources for Tier 1-4 closures to ensure that every student has bespoke learning materials both online and paper versions when needed.</p> <p>Provide high quality training for all staff on the delivery of remote learning online with guidance and safeguarding requirements.</p> <p>Provide parents and students with training to support remote learning (creation of a library of video guides on our website).</p>	<p>To allow students to have access to all online learning resources at home whether for homework, periods of self-isolation, or local lockdown events.</p> <p>All staff deliver high quality online learning remote lessons.</p> <p>Students and parents understand the remote learning provision and all relevant students engage in all lessons.</p>	ICT hardware - 30 laptops for teaching staff: £15,000.
Ensure and effective CPD programme for all teaching staff to support quality first teaching.	<p>Academy CPD developed to be delivered online. Access to external CPD programmes and membership of the National College CPD programme for NQTs.</p> <p>Keeping the professional development of all teaching staff going.</p>	<p>NQTs have access to high quality CPD to support quality first teaching.</p> <p>Teachers keeping their knowledge and skills current so they can deliver high-quality teaching and impact positively on student outcomes.</p>	CPD Training courses: £3,000

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Targeted Academic Support			
Measure	Activity	Intended Outcome	Predicted Cost
To reduce the identified gaps in learning through a range of targeted intervention strategies.	<p>1:1 and small group Tuition by teachers linked to the curriculum being delivered. Planned sessions to be shared with parent with follow up work.</p> <p>Holiday intervention and weekends that focus on hard to reach students.</p> <p>Purchase of on-line subscriptions and software licences to support curriculum programme.</p> <p>To provide MS Teams delivered 5 - 6 p.m. slots for high attaining students in English, Maths and Science to ensure full curriculum content is delivered.</p>	<p>Students identified as needing additional support in all subjects have intervention sessions (30 minutes) be subject specialist qualified teachers.</p> <p>All GCSE students identified access additional support in holiday periods.</p> <p>This will support the progress of students in all subjects.</p> <p>Monthly report are produced tracking individual student success at class and school level.</p>	<p>Intervention sessions (half-hourly intervention rate @ £17.50), 100 Sessions per department: English, Maths, Science and EBACC: £7,000.</p> <p>Subscriptions and licences: £8,000.</p>
To ensure that there is a whole school focus on literacy and numeracy through high quality small group and/or one-to-one interventions.	<p>Focused literacy and numeracy interventions to support gaps in learning across all year groups.</p> <p>These will take place during the tutor/reading sessions. Phonics and reading interventions to support students identified using effective data that they have a reading age below their chronological age.</p>	<p>Literacy and numeracy gaps will be closed. Number of student's with reading ages below chronological ages will be significantly reduced.</p>	<p>Intervention sessions (half-hourly intervention rate @ £17.50), 200 Sessions in total. £3,500.</p>
To minimise the lost content through COVID-19 by extending the school day.	<p>One hour additional tutorial sessions for all year 11 students.</p>	<p>Students attending the extended school day will lead to improved GCSE results.</p>	<p>Intervention sessions (hourly rate @ £35), 100 sessions: £3,500</p>

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Wider Support			
Measure	Activity	Intended Outcome	Predicted Cost
To ensure that our families have increased Pastoral Support to manage potential issues as a result of lock down.	<p>Increased EWM provision for family liaison to support safeguarding of families forced to isolate.</p> <p>Buying in specialist learning provision.</p>	<p>All families have support available to ensure effective communication.</p> <p>Having additional counsellors or the provision will allow for more children to have access to specialist advice and guidance over their worries centred on post lock down routines and anxieties. This will have an overall impact on well-being which will lead to a more positive outlook in lessons and around school.</p>	Community Mentoring and Support (CMAS), 15 sessions @ £200: £3,000
To provide students with additional home learning educational resources.	<p>Supporting the purchase of revision guides for year 10 and 11, focusing on SEND and disadvantaged students.</p> <p>Supporting the funding of text books for year 10 and 11, focusing on SEND and disadvantaged students.</p>	Additional resources and books ensure students all have access to relevant materials to allow them to make progress. Students achieve a positive progress 8 as a result.	<p>Revision guides for student's home study: £1,000.</p> <p>Exercise books for student's home study: £1,000.</p>
To ensure that all students has an IT device to access video home learning and Office 365.	<p>Purchase of a device for all students in year 7 – 11, that do not have access to technology that would allow remote learning. High needs students identified via survey.</p> <p>Ensuring that all students have been allocated a device for remote learning.</p>	All students have access to devices to allow 100% of students to be able to access remote learning.	IT hardware - 30 laptops for students (on loan to students): £9,000.