

Catch up Covid Premium 2020 2021

1. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To address gaps in curriculum and knowledge in all year groups	Curriculums are reviewed to address curriculum gaps; interventions in place; gaps in performance closed
B.	To support the mental health and well being of students	A clear, tiered approach to support the mental health of students within the Academy
C.	To support CPD of staff in developing on line provision	All staff are able to deliver effective online lessons

2. Planned expenditure : (Funds available : £91,000)

Academic year

2020 /21

i. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To address gaps in curriculum and knowledge in all year groups	Accelerate Group in Year 7. Employment of HLTA alongside SENDco Cost: £22K	35 Students taught in 2 group 6 lessons a week. All accelerate students have achieved a level 1 FLQ at A*-C grades. The group is effectively a nurture group to catch up gaps in the curriculum with a focus on literacy and SEAL	Via outcomes of the FLQ, line management meetings and QA cycle	KS	As per the QA cycle

To address gaps in curriculum and knowledge in all year groups	Employment of a mathematics HLTA to support targeted students in all year groups 4.5k	Increasing mathematical fluency ; supporting students with gaps in knowledge in all year groups, including gaps between year 6 and year 7	Monitored by Head of Mathematics and DH Standards	BK	Via standards meetings
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To address gaps in curriculum and knowledge in all year groups	Employment of supernumerary English specialist teacher to support curriculum gaps 18k	Provision of targeted support to identified students I all year groups Provision of learning resources to compliment a blended learning approach	Monitored by the Head of English and DH Standards	BK	Via standards meeting
To address gaps in curriculum and knowledge in all year groups	Additional employment of supernumerary mathematics teacher 10K	Provision of targeted support to identified students I all year groups Provision of learning resources to compliment a blended learning approach	Monitored by the Head of Maths and DH Standards	BK	Via standards meeting
To address gaps in curriculum and knowledge in all year groups	Additional employment of supernumerary Science teacher 10K	Provision of targeted support to identified students I all year groups Provision of learning resources to compliment a blended learning approach	Monitored by the Head of Science and DH Standards	BK	Via standards meeting

To address gaps in curriculum and knowledge in all year groups	Employment of intervention SSA 21K	Provision of identified support to students in Humanities Additional capacity to focus on SEAL aspects of learning	Monitored by the Head of Faculty, Humanities and DH Standards	BK	Via standards meeting
To support the mental health and well being of students	Employment of a trauma therapist 9K	As part of the tiered approach to mental health support where needs are profound.	Monitored by DH pastoral	SC	Via meeting reviews , Head of House meeting

To support the mental health and well being of students	Employment of school Counsellor 5K	As part of the tiered approach to mental health, access to in school pastoral counselling	Monitored by DH pastoral	SC	Via meeting reviews, Head of House meetings
To support CPD of staff in developing on line provision	IT provision to support a blended learning approach 3K	All classrooms have the capacity to deliver live lessons via Teams	Monitored by AHT teaching and Learning in liaison with Federation IT services	MP	Via SLT meetings

To support CPD of staff in developing on line provision	TLR 3 to support staff on the development of blended learning, with a focus on the online learning strand 2.5K	All staff have the IT knowledge to deliver live learning effectively	Monitored by AHT teaching and learning; delivery of CPD; feedback on the quality of delivery of CPD	MP	Via SLT meetings
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Review of expenditure

Long Term Recovery : Key Knowledge

- Small group tutoring of science – able to support identified students throughout the key stages in order to recover aspects of the curriculum during lockdown/ gaps in learning .This additionally to continue next academic year
- English and maths tutoring and support for identified students has impacted positively on outcomes and provision of resources during online / remote learning. Tutoring now accessed through the NTP with Catch up premium funding supporting the 25% school based contribution
- Reading project now implemented in school via a number of platforms. Nationally recognised gaps in reading and curriculum suggest this is an area to continue to develop and expand in academic year 21/22
- Accelerate group reviewed to access challenge of the curriculum fully whilst maintaining the challenge and nurture of the philosophy of the group through smaller group intervention work led by the HLTA and PP co-ordinator
- Interventions now in place and to be co-ordinated centrally through the TA team moving forward; reviewed by Director of Inclusion and newly appointed SSSI as part of a broader remit

To Support the Mental Health and wellbeing of students

- Throughout the year, it was clear that further resources and funding was and will be needed to support the emotional needs of students. This has been addressed in the funding moving forward.

To support CPD of staff in developing online Provision

- Systematic CPD has taken place throughout the year. It is clear that online provision remains in need operationally as a means to support isolating students and strategically as a growing resource platform for students. The TLR project will continue next year.