



COVID-19 Catch Up Premium Expenditure Plan

Contextual Information			
Number of pupils on roll in September	177	Academic year or years covered by statement	2020/2021
Publish date	September 2020	Review date	July 2021
Total amount of Catch Up Premium received	£7000	Statement Authorised By	Sally Brading

Teaching Priorities
Barriers to Learning
Gaps in the curriculum coverage.
Preparing the academy for potential further closures.
Staff confident 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	Refine assessment processes in order to better identify gaps in learning due to intermittent isolation and reflective of our curriculum updates. <ul style="list-style-type: none"> - liaise with Target Tracker to establish bespoke objectives and assessments comments reflective of the PYP and the new RSE curriculum. - 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.



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All Year Groups	Provide regular and timely leadership time for subject leaders.	Leaders will have a strategic overview of their subjects curriculum coverage to inform a comprehensive evaluation and therefore target support and CPD effectively.
All Year Groups	Implement a blended learning strategy with clear expectations, processes and guidelines.	Teachers are confident in delivering blended learning techniques and enhancing the use of digitised resources. This will mean that pupils are therefore adept at using technology should the need for remote learning present itself.
All Year Groups	Provide time and resources to upskill all of the learning community safe online practice through the use of the training content on the National Online Safety website.	Pupils, staff and parents report to 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.
Total Cost	£2000	

Targeted Academic Support

Barriers to Learning

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

Speech and Language is poor, particularly in EYFS and for those who were already in receipt of SALT.

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

Children's wellbeing is low due to changes in routine.

Year Group	Actions	Intended Impact
Years 1 and 2	Identified children will receive targeted reading support - Wednesday and Friday x 5 terms.	Children identified will make more rapid progress and differences will be diminished between their actual attainment and the age appropriate attainment.
Year 2 - Year 5	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.



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All Year Groups	Release 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.	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	Resourcing and training in place to implement Lego Therapy for targeted children.	Wellbeing and involvement scores increase and there are fewer behaviour incidences. Pupils report to be feeling happier at school.
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	ELSA Enrol targeted children on the ELSA programme. Train up an additional member of staff to deliver the programme. Further resource the programme.	Targeted children will be able to self-regulate their emotions more effectively and therefore be able to engage with their learning.
Total Cost	£2000	

Wider Strategies

Barriers to 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.

Diminished behaviour for learning due to absence from the immersion of Approaches to Learning and the Learner Profile.

Pupils have been largely inactive during the lockdown period and therefore need to reconnect with healthy lifestyles.



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Year Group	Actions	Intended Impact
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 field space outside Da Vinci classroom to provide a space for outdoor learning and growing.	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.	Pupils can access learning remotely therefore minimising the impact on their progress.
All Year Groups	Set up a virtual parent forum to explore and focus on current challenges and opportunities. Enlist parent volunteers to lead virtual classroom-based enrichment activities like reading books virtually or sharing experiences linked to learning. Develop a virtual open school event for current and prospective parents to access. Develop and distribute online parental voice forms. Record videos and presentations of key concepts within their children's learning. Provide live events for parental workshops.	Parents continue to feel connected to the school and therefore, by osmosis, are more invested in supporting their child.
Total Cost	£3000	