



Coronavirus (COVID-19): catch-up funding plan 2020 - 2021

The government provided schools with £650 million of universal catch-up premium funding in the 2020/2021 academic year. The aim of the funding was to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic. Schools should use this funding for specific activities to support their pupils to make up for lost teaching. While funding has been allocated on a per-pupil or per-place basis, schools should use the amount available to them as a single total from which to prioritise support for pupils according to their needs. Schools do not need to spend the funds in the financial year beginning 1 April 2020, and may carry some or all catch-up premium funds forward to future financial years if they wish. The Education Endowment Foundation's '[Resources for schools and parents](#)' may help schools to develop their plans for the premium.

ATAM Academy received £80 per pupil from reception to Year 8 inclusive. This funding was received in three instalments, the first in Autumn 2020, the second in early 2021 and the third in the 2021 Summer term. School leaders are able to show that the funding is being used for its intended purposes, and Trustees have scrutinised the school's plans for its use.

Schools that received the coronavirus catch-up premium should ensure that they publish details of:

- How it is intended that the grant will be spent.
- How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed.

The use of the funding will also be inspected by Ofsted. More information surrounding the catch-up premium can be found [here](#).

When producing this report, the school consulted the following things to inform decisions:

- Evidence from the EEF
- Results of staff and pupil consultation regarding engagement with remote learning and access to devices
- School context data
- Analysis of attendance records
- The Sutton Report

Catch-up plan

School name	ATAM Academy						
Academic year	2020 - 2021						
Total number of pupils on roll	416 (Primary Years 1 – 5)) 224 (Secondary) 640						
Total catch-up budget	£48,720	First installment:	£8,480	Second installment:	£19,940	Third installment:	£20,300
Date of review	December 2021						

Teaching and whole-school strategies

Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. At ATAM Academy, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used timely assessments of both children’s academic and personal development needs to inform our decisions. The table below outlines our intentional spend with a rationale accompanying each decision.

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Supporting great teaching	Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning	Knowledge gaps will be identified and planning adapted to address these. This will ensure that attainment across the Curriculum is maintained and pupils attain in line with National Expectations.	Additional time for teachers to research and plan core subjects. Release time and additional cover will be required to facilitate the additional PPA. 19 x ½ day per ½ term (pay the difference) £95 x 6 £570 Purchase additional Resources for across the curriculum 4 x £200 x 3 £5400	AHT Teaching & Learning	All subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced. Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths to support understanding.

Teaching assessment and feedback	Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.	Ensuring effective feedback is given to pupils will enable them to identify areas for development and make improvements. Analyses of assessments will identify gaps and inform future planning. This approach will support in closing gaps in R/W/M – GL Data will evidence this.	£8000.00	AHT Teaching & Learning	Frequent low-stakes testing to ensure all students, and in particular disadvantaged students, experience success and celebrate the acquisition of knowledge. New GL assessment cycle to be started and tests along with online tool will be used to identify gaps and offer standardised score. The analysis will then inform the following terms planning and progress conversations. Year 5, 7 and 8 will trial the tool in Summer.
Supporting remote learning	Focusing on high-quality remote learning will always be valuable for pupils. Planning for a well implemented remote learning strategy can be effectively combined with revisiting Teaching and Learning, Independent Study policies and related approaches to fostering independent learning. EEF suggests that when implementing strategies to support pupils' remote learning, or supporting parents to do so, the key things to consider include: Teaching quality is more important than how lessons are delivered Ensuring access to technology is key, particularly for disadvantaged pupils Peer interactions can provide motivation and improve	By ensuring prompt and relevant remote learning is accessible, any gaps that children experience in their learning due to absence will be minimised and data will evidence that predicted targets end of year targets will be achieved.	Supply support teacher costs £8125	AHT Teaching & Learning	Support teacher will prepare personalised learning activities and share with parents in collaboration with class teacher. Learning feedback will be shared regularly. Should there be multiple pupils in the same year groups isolating for individual reasons, live lessons will be delivered daily. Should a bubble close, live lessons will be delivered as per a 'typical' school day. Dedicated 'remote learning' teacher to attend CPD and disseminate across school, sharing good practice

	learning outcomes Supporting pupils to work independently can improve learning outcomes Different approaches to remote learning suit different tasks and types of content				
Total spend:			£21,525		

Targeted support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
One to one and small group tuition	High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that some pupils to receive 3 rd Space – catch-up programme intervention. This may require targeted one to one or small group tuition to address gaps. There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.’ Providing additional out-of-class support after lessons can help to close gaps and/or deepen understanding.	By increasing targeted time spent reading/supporting mathematics 1:1, data analysis will indicate gaps in reading/maths progress will close.	£9,000	DHT Assessment and Curriculum	
Intervention programmes	To use TA’s & LSA’s to deliver high quality interventions, which complement the work of the teacher, is a ‘best bet’ and could be a powerful way of mitigating any impacts of time	By providing bespoke catch-up interventions for identified children in the afternoons, data analysis will indicate gaps in maths	£5,000	DHT Assessment and Curriculum	

	<p>away from school and see positive gains for pupils. We have adopted two well-chosen, and well implemented, TA-led interventions, judiciously used to complement and extend class-based teaching and learning. In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. Sessions are brief (15-45 mins), occur regularly (e.g. 3-5 times per week) and are maintained over a sustained period of time (e.g. 8-20 weeks). Staff receive extensive training from experienced trainers or teachers</p>	<p>and reading to close and progress to accelerate.</p>			
<p>Planning for pupils with Special Educational Needs and Disabilities (SEND)</p>	<p>To create a positive and supportive environment that promotes high standards and positive relationships that help ensure pupils can access the best possible teaching. Consistent routines are important for behaviour in our school and this proactive approach to behaviour will support all pupils, including those with SEND.</p>	<p>Regular SEND Reviews ensures teachers are fully aware of pupils and their individual needs. Personalised plans and the systematic approach of the SENDCo ensures provision is implemented and needs met.</p>	<p>£8,000</p>	<p>SENDco</p>	<p>2 day additional support from EKO Trust SENDCo</p>
Total spend:			£22,000		

Wider strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Access to technology	Pupil's access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology will continue to be valuable; for example, by facilitating access to online tuition or support.'	By ensuring that children have access to quality maths and spelling practise at home, supplementing the learning they are doing in school, with challenges and tasks set by the teacher at their level, data analysis will indicate there is evidence of accelerated progress in maths and spelling	£4,000	DHT Assessment and Curriculum	The purchase Chromebooks for both in school use and for those with no access at home
Total spend:			£4,000		

Summary report

What is the overall impact of spending?

As our school has a significantly larger than national average number of children who do not speak English as a first language, we also know that not all children will be exposed to high level vocabulary to develop understanding of texts and ability to communicate. This may also mean that some parents have not been able to support their children with online learning. A small number of children have no access to the internet and as a result have not engaged with reading or mathematics learning through Google Classroom.

Children's needs were met though targeted support. Additional resources allowed bubble integrity to be maintained and was successful in preventing all cross contamination of COVID cases between bubbles. 92% of children passed the phonics screen check in year 1 last year. Children's needs were correctly identified. Appropriate support was in place to allow children to make progress.

Final spend: £47,525