**Overall Targets:**

To narrow the gap in attainment of pupils whose education was disrupted due to lockdown.

To enable all children to ‘catch-up’ lost learning after school closure.

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| **Summary Information** | | | | |
| **School** | Hawes Side Academy | | | |
| **Total Catch Up Premium** | £45440 | **Funding based on number of pupils** | | **568** |
| **Current Situation** | | | **Required Changes (particularly teaching and learning)** | |
| Children and young people across the country have experienced unprecedented disruption to their education as a result of Coronavirus (COVID-19). The aggregate impact of lost time in education will be substantial, and the time scale of our response must match the scale of the challenge.  The academy’s allocation will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in Reception through to Y11.  As the catch-up funding has been designed to mitigate the effects of the unique disruption caused by Coronavirus (COVID-19), the grant will only be available for the 2020-2021 academic year. It will not be added to the academy’s baselines in calculating future years’ funding allocations. | | | |  | | --- | | * Targeted academic support * Focus on Quality First Teaching * Focused CPD * Pupil assessment and feedback * Supporting parents/carers * Access to technology | | |

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| **Use of Funds** |
| Schools should use this funding for specific activities to support their pupils to catch up for lost teaching and learning over the previous months.  Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.  To support schools make the best use of this funding, the Education Endowment Fund (EEF) has published a [coronavirus (COVID-19) support guide for schools](https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/) 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. |

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| **Identified impact from the partial opening March 2020 – September 2020** | |
| Maths | Specific content has been missed, leading to gaps in learning and interrupted sequences of the children’s learning journeys. Attitudes to learn remain positive. Visitation of key knowledge, skills and concepts is important with the ability for children to use manipulatives to secure understanding, something the children may not have been able to access easily during remote education. |
| Reading | The gap between those that read widely and those that don’t has widened; this is particularly the case for children working to develop higher order reading skills. Mixed levels and opportunities for reading within the home. |
| Writing | Essential skills have not been practiced in the same way during absence from school, recall of SPAG knowledge and skills will need to be revisited and opportunities for the children to take part in sustained pieces of writing. Stamina and motivation will need to be improved to enable fluency of writing along with developing a fluid handwriting style. Opportunities for guided, cross-curricular writing were limited. |
| Other areas | There are significant gaps within other curriculum areas, this will impact upon their ability to make connections and their progression of knowledge, skills and concepts in line with the national curriculum requirements. The children have also missed out on valuable, wider opportunities such as visits, trips and other valuable stimuli. |

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| **Actions (including staff training needs)** | **Personnel/role** | **Time Scale** | **Cost** | **Funding Source** | **Success Criteria/Intended Outcomes** | **Progress to date** |
| **Targeted Academic Support** | | | | | | |
| Baseline assessments take place during the first half of the Autumn Term to establish levels of attainment of all children. From this, vulnerable children who have had their learning disrupted are identified for additional support. Phase Leaders to monitor phases through release time.  Pupil Progress meetings with class teachers | Class Teachers  Phase Leaders  Subject Leaders  SMT | Autumn | Release of middle leaders  Leader time to track key pupil’s attainment  **£7560** (approx. 1 day per week)  ½ hour meetings SMT/CT | N/A | All children are given baseline assessments through teacher assessment/tests and those whose learning has been disrupted due to lockdown and isolation are identified for support | Baseline assessments carried out children needing support have been identified and discussed through pupil progress meetings – ongoing through Autumn term  Parent consultation meetings Sept 20 |
| Maths training and resource audit | Phase Leader | Autumn | Resources  £  White Rose Premium Resources £99  PL release for training **£540** (3 day release) | N/A | Maths strategies disseminated to other teachers in phase and used in classrooms to support.  LKS2 PL training on modelling to KS2 staff  Resources allocated to classes/pupils | PL completed maths training and shared with other staff in phase and PLs  Strategies in place in the classrooms  KS2 PLs booked to go on training to further develop understanding and implementation  Improved maths attainment across the school since Sept 2020  Impact of training/resources seen through remote learning and positive feedback from parents. Parents benefited from training videos by staff |
| ELKLAN Training | FS teacher  Y2 teacher/SENCo |  |  | N/A | ELKLAN strategies disseminated to other teachers in phases and used in classrooms to support pupil speech and language (vocabulary) | Shared with other staff in phase  Strategies in place in the classrooms  Provision in classes supports speech and language needs, impact seen through Pupil Plans |
| Additional in class support to allow teachers to work with identified children to close the gaps in learning.  Teachers to identify gaps and use pre-teaching and gap closing  HQT to enable accelerated progress  Pupils plans used to target and track learning  Inclusion Team supporting with successful transition of pupils with SEND into school.  Assessments   * Phonics * NFER/White Rose Maths Hub summative assessments * Spelling Tests * Writing non-negotiables/age related expectations * Summative tests * Times table assessment   Interventions   * Bounce back Phonics * Precision Teaching * Writing * SALT strategies * Read Theory * AR Reader * IDL * TT Rockstars * Lightening Squad (TWA/TWL) * Spelling Shed * TEACCH * Y6 reading preparation materials   Teachers to provide regular feedback on next steps and regularly review and update pupil plans | Phase Leaders to work with class teachers to direct additional and allocated TA’s whilst they work with identified children.  Inclusion Team support | Established over Autumn term, targeted through Spring term | Additional TA hours to allow interventions Approx 5hrs per week x 6 from March 2021  **£7500**  staff additional staff 10 weeks x 5 days per week of supply TA @£138 per day = **£34500**    SfA Y6 resources **£2100** | Catch up funding | Gap closed for most disadvantaged pupils  Collaborative learning is present in all classrooms  Carefully planned and targeted, structured interventions in place, class teacher leading  Improvements from baseline assessments following 1st lockdown | TA support enabled teachers to focus upon HQT – focus was on TAs supporting SEMH needs, Spring term focus on class teachers leading small group academic interventions  Data shows improvements in 80% of core areas. |
| Access to technology at home/in school:  Microsoft Teams  Sway  IDL  Web based learning platforms  SfA resources (online books) |  |  |  | Catch up funding | All pupils have access to a laptop/tablet at home for remote learning and support for access | Academy tablets have been given to children without access to a device at home.  Communications with parents/carers made to ensure they are aware of the support available, e.g. loan of a device, wi-fi access – Started Autumn term, established Jan 2021  Remote learning clearly signposted and accessed by the majority and positive feedback from parents/carers/outside agencies. |
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| **Wider Strategies** | | | | | | |
| SEMH – Nurture, Bounce Back, PSHE, CAMHS materials  Pupil targets, Zumos | SMT/PLs | Ongoing | Zumos **£495** | N/A  Catch up funding |  | Ongoing support for individual children to meet specific targets identified on Pupil Plans |
| Total Costs | | | **£52695** |  |  |  |

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| **Procedures for Monitoring Actions** | **Procedures for Monitoring Impact** |
| * Termly report on progress through HT report * SLT to monitor impact of strategies across their teams (focus meetings) * SMT to monitor impact through data and focus/pupil progress meetings | * Tracking * HQT * Work sampling * Assessment * Surveys * Parental consultations and meetings * PCR meetings |
| **Intended Impact (see overall targets)** | |
| Children who have experienced disruption in their education, due to lockdown and bubble isolation, are:   * Supported in their access to education at home through provision of technology where needed. * Supported in their education at home through provision of both online and paper-based learning appropriate to their need. * Supported in ‘catching-up’ lost learning through High Quality Teaching. * Supported in closing their learning gap through targeted intervention by TAs/class teachers using quality intervention materials. * Responsive teaching and quality curriculum in place for all. | |