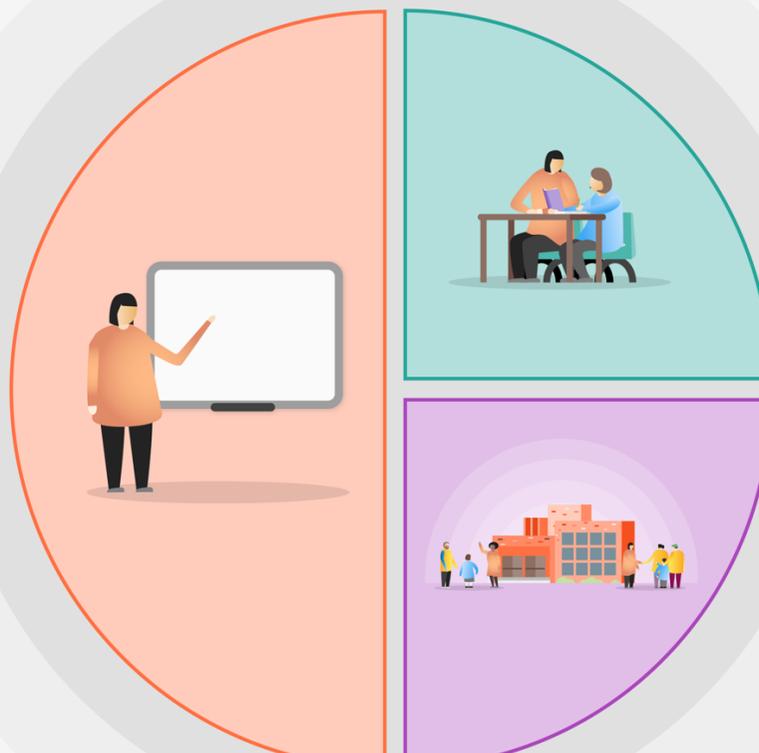


1 Teaching

Continued professional development

Teachers will benefit from increased professional development opportunities to ensure they are well equipped to ensure that children continue to access the full curriculum. CPDL topics include:

- A high-quality blended approach
- Expert subject leadership



Aims:

- *To reduce the attainment gap between our disadvantaged pupils and their peers.
- *To raise the attainment of all pupils to close the gap created by the pandemic and meet or exceed national averages and expectations by age.

2 Targeted academic support

- Centrally organised recruitment of teaching assistant/teachers and tutors through the National Tutoring Program {delete as appropriate}

3 Wider strategies

- Centrally supported IT loans and guidance for families

Identifying families without access to a meaningful device and or access to the internet and ensuring they receive the technology they require.

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	1000	Amount of catch-up premium received per pupil:	£79.37
Total catch-up premium budget:	£79,370	Allocation to trust primary settings: investment to support pupils to catch up and successfully transition to secondary in future years.	£20,000
		Total spend:	£43,100

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Poor oral language skills with limited understanding of a wide range of a vocabulary. These issues will have been exasperated if children have not been regularly exposed to good language role models, been taught new vocabulary or expected to speak in full and correct sentences.
B	Not being a fluent reader, which can impact on the learning of our curriculum. Those without daily opportunities to read appropriate texts at home will have been disadvantaged.
C	Low emotional resilience – lack of access to Thrive provision may have caused emotional development to pause or stagnate.
ADDITIONAL BARRIERS	
External barriers:	
D	Attendance in school – the academy has remained open throughout the pandemic but mostly to vulnerable and critical worker groups.
E	Lack of educational experience of parents meaning support for learning at home is varied.
F	Parents and children may be less engaged in live learning than they are when in school.

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Continued professional development to support a high-quality blended approach during the pandemic.	Teachers are well supported to effectively enact the full curriculum both on site and at distance.	EEF PP report June 2010 recommends schools take a tiered approach with teaching being the top priority, including professional development, training and support for early career teachers.	Regular support and challenge from central academy trust team. This is monitored through a variety of trust wide mechanisms- including but not limited to: ARMS (academy review meetings), ARVS (academy review visits) and Academy council and scrutiny panels.	Vice Principal & Associate Assistant Principal	At least termly x 6
Professional development for our subject leaders to become experts within the CLF 3-19 curriculum.	Subject leaders understand our states of being and act as experts in the understanding of progression and pedagogy within their subject as part of a 3-19 continuum.			Vice Principal & Assistant Principal (Acorn)	At least termly x 6
				Total budgeted cost:	£20,000
Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

<p>Recruitment of 2 Teaching Assistants to ensure children with higher levels of need (SEND) return to learning quickly after periods of absence/learning at home.</p>	<p>Children's emotional, social and academic needs are met swiftly on return to school meaning they receive the right support to return to learning in school.</p>	<p>The investment of the trust into expertise to support the recovery of education for all has included work with Barry Carpenter, Professor in Mental Health at Oxford Brookes University.</p> <p>A thorough approach to support pupils on return to school has also been advocated by the EEF, who state that 'All pupils will need support to transition back to school'.</p> <p>Students with SEND needs are expected to require increased transition and support following an extended period of disruption to learning.</p> <p>EEF Progress: +1month</p>	<p>Regular support and challenge from central academy trust team. This is monitored through a variety of trust wide mechanisms- including but not limited to: ARMS (academy review meetings), ARVS (academy review visits) and Academy council and scrutiny panels.</p> <p>Additional scrutiny provided from SEND 0-25 Team monitoring EHCP plans at Annual Review meetings.</p>	<p>SENCO</p>	<p>Regular formative assessment in the classroom.</p> <p>SEND Plan-Do-Review meetings or Annual Reviews</p>
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<p>Increased counselling provision for children in KS1 & 2 who present with signs of new ACEs (Adverse Childhood Experiences) or trauma can receive appropriate early help support</p>	<p>Children's emotional, social and academic needs are met swiftly on return to school meaning they receive the right support to return to learning in school.</p>	<p>The investment of the trust into expertise to support the recovery of education for all has included work with Barry Carpenter, Professor in Mental Health at Oxford Brookes University.</p> <p>Increased number of safeguarding cases/referrals & subsequent percentage of children with an increased number of ACES and from lockdown 1 / 2.</p>	<p>Regular meeting with counsellor and safeguarding team to triage pupil need, external early help interventions and family support.</p> <p>This is monitored through a variety of mechanisms – including: CPOMS referrals, KOA/trust safeguarding audit and local authority early help teams (including Access and Response).</p>	<p>Assistant Principal (Culture)</p>	<p>Regular formative assessment in the classroom.</p>
<p>KS1 / 2 literacy & numeracy intervention tuition from a qualified teacher.</p>	<p>To reduce the attainment gap between our disadvantaged pupils and their peers. To raise the attainment of all pupils to close the gap created by the pandemic.</p>	<p>EEF state that 'Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective.'</p> <p>EEF small group tuition +4 months.</p>	<p>Regular support and challenge from central academy trust team. This is monitored through a variety of trust wide mechanisms- including but not limited to: ARMS (academy review meetings), ARVS (academy review visits) and Academy council and scrutiny panels</p>	<p>Assistant Principal (Acorn)</p>	<p>Regular formative assessment in the classroom. Fortnightly core team meetings</p>

<p>Y9 & 10 Online English tuition from a qualified teacher</p> <ul style="list-style-type: none"> - Moving to face-to-face tuition when lockdown/covid restrictions allow. 	<p>To reduce the attainment gap between our disadvantaged pupils and their peers in the core subjects.</p>	<p>EEF state that 'Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective.'</p> <p>EEF small group tuition +4 months.</p>	<p>Regular support and challenge from central academy trust team, including ARMs & Academy Council.</p> <p>Assessment points (subject & trust level) throughout the academic year used to monitor pupil progress and ensure tutoring programme is accelerating attainment for identified pupils.</p>	<p>Vice Principal</p>	<p>Regular formative and summative assessments</p> <p>Post data drop analysis meetings</p>
<p>Additional SEND specialist support to fast-track exams access arrangement testing and submission of SEND EHCP needs assessments</p>	<p>To reduce the attainment gap between our disadvantaged pupils and their peers. To raise the attainment of all pupils to close the gap created by the pandemic.</p>	<p>A thorough approach to support pupils on return to school has also been advocated by the EEF, who state that 'All pupils will need support to transition back to school'.</p> <p>Experience from lockdown 1 demonstrates that children with underlying learning needs are at increased risk of falling further behind and may present with additional learning difficulties.</p>	<p>Regular support and challenge from central academy trust team.</p> <p>Scrutiny provided from SEND 0-25 Team monitoring EHCP plans and feedback from case consultants.</p> <p>Exams Access Arrangement registration with JCQ/appropriate exam board & subsequent JCQ moderation.</p>	<p>SENCO</p>	<p>Termly</p>
<p>Total budgeted cost:</p>					<p>£54,370</p>
<p>Other approaches</p>					

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Central procurement and management of IT resources.	To ensure that no child is without the technology they need to access the high-quality curriculum on offer from the academy.	<p>The EEF guide: Best evidence on supporting students to learn remotely states that: 'Ensuring access to technology is key, especially for disadvantaged pupils'</p> <p>EEF Progress: +4mths</p>	<p>There is a dedicated IT team that works across the trust to support effective use and distribution of technology to where it is most needed.</p> <p>This has included central procurement of laptops, iPads and resources to support WIFI during lockdown and also during periods of isolation for individuals, bubbles and cohorts.</p>	<p>CLF lead: Andy Ling</p> <p>Academy lead: Vice Principal</p>	<p>Allocation of devices is reviewed at least weekly by the central team.</p> <p>Engagement with learning is reviewed daily by KOA.</p>

<p>Outdoor education learning experiences (1 x Acorn / 1 x Upper) to provide collaborative learning experiences (physical challenge, practical problem solving and explicit reflection/discussion of thinking and emotion)</p>	<p>To ensure that children who have developed ACEs or are at high risk of NEET/exclusion are able to access nurturing interventions to re-establish self-confidence, motivation and trust in themselves and/or education.</p>	<p>EEF states: Adventure learning interventions consistently show positive benefits on academic learning. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p> <p>EEF Progress: +4mths</p>	<p>Regular meeting with counsellor and safeguarding team to triage pupil need, external early help interventions and family support.</p> <p>This is monitored through a variety of mechanisms – including: CPOMS referrals, KOA/trust safeguarding audit and local authority early help teams (including Access and Response)</p> <p>Additional scrutiny and feedback from trust central teams – including ARVs/Academy Council or Local Authority High Risk Group/Fair Access Panel</p>	<p>Assistant Principal (Culture)</p>	<p>Term 4</p>
<p>Total budgeted cost:</p>					<p>£5000</p>